

Allen

NEW

Opportunities

Education for life

Elementary
Students' Book

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PEARSON
Longman



CONTENTS

Exam tasks and skills are highlighted in blue.

Learning to Learn (p. 6–12)

Grammar focus

Skills focus

MODULE 1 Friends

Warm-up (p. 13)

Vocabulary: sports; hobbies
Listening: personal information
Speaking: describing family and friends

1 Neighbours (p. 14–15)

Vocabulary: places; routines
Grammar: Present Simple (1), affirmative and negative
Reading: TV show character profiles (matching)
Pronunciation: 3rd person 's' endings

2 Making Friends (p. 16–17)

Vocabulary: sports; hobbies; collocation
Function: meeting people
Prepositions: in, from (place)
Reading: emails **Reading Strategies:** prediction
Listening: personal information
Speaking: roleplay (exchanging personal information)

MODULE 2 Personality

Warm-up (p. 19)

Vocabulary: personality; moods; family relations
Listening: descriptions of people (matching)
Speaking: describing family and friends

4 Your Life (p. 20–21)

Vocabulary: days of the week
Grammar: Present Simple (2), questions; adverbs of frequency
Reading: a questionnaire
Pronunciation: intonation with questions
Listening: an interview (multiple choice)

5 Your Interests (p. 22–23)

Vocabulary: hobbies and interests
Function: preferences
Prepositions: good at, bad at, interested in
Reading: personality analysis (true/false questions)
Listening: a conversation (preferences)
Listening Strategies: prediction
Speaking: preferences (asking for and giving information)

MODULE 3 Around Town

Warm-up (p. 27)

Vocabulary: places
Listening: places (matching)
Speaking: about local places
Prepositions: next to, opposite

7 Edinburgh (p. 28–29)

Vocabulary: places
Grammar: there is/there are
Reading: Edinburgh web page (true/false sentences)
Pronunciation: contractions

8 London (p. 30–31)

Vocabulary: times; get
Function: tourist information (requests)
Reading: tourist brochure (matching)
Listening: tourist information
Speaking: roleplay (asking for and giving information)

MODULE 4 Going Places

Warm-up (p. 33)

Vocabulary: holiday activities; months; seasons
Pronunciation: word stress
Listening: holiday activities
Speaking: about holidays
Prepositions: in, on (time)

10 In the Countryside (p. 34–35)

Vocabulary: equipment
Grammar: possessive 's; Who's or Whose
Reading: interview (matching)
Pronunciation: genitives /s/, /z/, /ɪz/

11 Llama Trekking (p. 36–37)

Vocabulary: weather; wordbuilding
Function: describing weather
Prepositions: good at, bad at, interested in
Reading: an advert – trekking holiday (multiple choice)
Listening: weather (filling in a chart)
Speaking: roleplay (asking for and giving information)

MODULE 5 History

Warm-up (p. 41)

Vocabulary: history words
Listening: historical events
Speaking: about important events
Pronunciation: years and centuries

13 Genius (p. 42–43)

Vocabulary: areas of study, jobs; (wordbuilding)
Grammar: Past Simple affirmative
Reading: biographical data
Pronunciation: regular past tense -ed endings /t/, /ɪd/, /d/
Prepositions: in, from, to (time)

14 Two Leaders (p. 44–45)

Vocabulary: masculine/feminine words
Function: classroom questions
Reading: a history text (matching)
Reading Strategies: words you don't know
Listening: a history lesson (gap filling)
Speaking: guessing game

MODULE 6 Telling Stories

Warm-up (p. 47)

Vocabulary: genres of stories (fiction)
Listening: story summaries (matching)
Speaking: about stories

16 Big Cats (p. 48–49)

Vocabulary: cats
Grammar: Past Simple negatives and questions
Reading: dialogue about big cats
Listening: dialogue completion (gap filling)
Prepositions: in, into, on, out of, to, at (place/direction)
Speaking: asking for and giving information

17 A Love Story (p. 50–51)

Vocabulary: romance; multi-part verbs
Function: telling stories
Reading: short story
Listening: story ending
Speaking: telling a story

MODULE 7 Healthy Living

Warm-up (p. 55)

Vocabulary: food and drink
Listening: interview
Speaking: about meals

19 Food for Thought (p. 56–57)

Vocabulary: food and drink; containers
Grammar: countables and uncountables – some, any, a lot of
Reading: magazine article
Listening: dialogue (gap filling)

20 Keep Fit (p. 58–59)

Vocabulary: physical activity; opposites
Function: giving advice (imperatives)
Reading: magazine article (matching)
Listening Strategies: listening for gist
Listening: radio disc jockey (sequencing)
Speaking: information gap (giving advice)

MODULE 8 Sport

Warm-up (p. 61)

Vocabulary: sports
Pronunciation: word stress
Listening: dialogue (matching)
Speaking: about sports (asking for and giving information)

22 Crazy Sports (p. 62–63)

Vocabulary: hockey equipment
Grammar: have to/don't have to; can/can't
Reading: sport factfile (true/false questions)
Listening: dictation
Prepositions: in, into, on, over, to, with (+ verbs)

23 Sport in the UK (p. 64–65)

Vocabulary: adverbs (wordbuilding)
Function: describing sporting events
Reading: sports brochure (true/false questions)
Listening: sports commentaries
Speaking: talking about sport (reporting events)

Communication Workshops/Culture Corner Review/Language Problem Solving

3 Communication Workshops (p. 18)

Reading: advert for a penfriend

Linking: *and*

Writing: an email (advert for a penfriend)

Speaking: party roleplay (exchanging personal information)

6 Communication Workshops (p. 24)

Reading: a personal letter (matching)

Linking: *when*

Writing: a personal letter

Speaking: group survey (asking for and giving information)

Culture Corner 1 The UK (p. 25)

Review 1 & 2 (p. 26) Pronunciation: final sounds /d/ and /t/; word stress

9 Communication Workshops (p. 32)

Reading: notes (invitation and reply)

Linking: *and, but*

Writing Strategies: thinking of ideas

Writing: a short note

Listening: phone calls

Speaking: roleplay (invitations)

12 Communication Workshops (p. 38)

Reading: notes (requests and replies)

Linking: *also*

Writing: a short note (requests)

Speaking: roleplay (requests)

Language Problem Solving 1 (p. 39) possessive pronouns; articles *a/an/the*; *It's* and *Its*

Review 3 & 4 (p. 40) Pronunciation: 'th' sounds /θ/, /ð/; ordinal numbers in dates

15 Communication Workshops (p. 46)

Reading: a biography

Linking: *when, then*

Writing: a biography

Speaking: roleplay (giving and checking information)

18 Communication Workshops (p. 52)

Listening: a ghost story (sequencing)

Linking: *one day, the next day, suddenly, after that, because, in the end*

Writing: a story (guided ghost story using notes)

Speaking Strategies: hesitation **Speaking:** telling a story

Culture Corner 2 Historical Britain (p. 53)

Review 5 & 6 (p. 54) Pronunciation: /ɒ/, /eɒ/, /əʊ/; /r/ sounds

21 Communication Workshops (p. 60)

Listening: survey (multiple choice)

Speaking: health survey (asking for and giving information)

Reading: a health report

Linking: *but, however* **Writing:** a report

24 Communication Workshops (p. 66)

Reading: description of a sport

Linking: *before, during, after*

Writing Strategies: preparation **Writing:** description of a sport

Speaking: discussing a photo

Language Problem Solving 2 (p. 67) questions and question words

Review 7 & 8 (p. 68) Pronunciation: silent letters; sounds /dʒ/, /tʃ/, /ʃ/

Language Powerbook

Vocabulary: sports and hobbies; places; jobs; collocation (p. 8–13)

Grammar: Present Simple affirmative and negative

Function: meeting people

Skills Corner: Listening – matching

Writing: linking with *and*; an email

Review; Word Bank

Vocabulary: personality; moods; days; hobbies and interests; adjectives (p. 14–19)

Grammar: Present Simple questions, adverbs of frequency

Function: preferences

Skills Corner: Reading – matching

Writing: capital letters; linking with *when*

Review; Word Bank

Vocabulary: places; phrases with *get* (p. 20–25)

Grammar: *there is/there are*

Function: asking for tourist information

Skills Corner: Speaking – roleplay

Writing: linking with *and* and *but*; an entry for a tourist brochure

Review; Word Bank

Vocabulary: things to do; months; weather; wordbuilding (p. 26–35)

Grammar: possessive 's **Function:** describing the weather

Skills Corner: Reading – true/false

Writing: linking with *and* and *but*, *also* and *too*, an email to a friend

LPS 1: articles; possessive pronouns; *it's* and *its*

Review; Word Bank

Exam Zone (p. 31–34): Use of English; Speaking; Reading; Listening and Writing

Vocabulary: history; masculine and feminine words; word building (p. 36–41)

Grammar: Past Simple affirmative regular and irregular verbs

Function: asking classroom questions

Skills Corner: Writing – an announcement

Writing: commas; spelling; linking words *after, and, because, before, when, then*

Review; Word Bank

Vocabulary: fiction; cats; multi-part verbs (p. 42–47)

Grammar: Past Simple negatives and questions

Function: telling and listening to stories

Skills Corner: Speaking – photo description

Writing: capital letters; punctuation marks; linking *suddenly, in the end, after that, when*

Review; Word Bank

Vocabulary: food and drink; containers (p. 48–53)

Grammar: *some, any, a lot of*

Function: advice on good/healthy food

Skills Corner: Listening – multiple choice

Writing: commas; spelling; linking *but* and *however*; eating habits

Review; Word Bank

Vocabulary: sports; games and activities; sports equipment (p. 54–63)

Grammar: *can/can't, have to/don't have to* **Function:** talking about sport

Skills Corner: Reading – true/false

Writing: spelling; linking *before, during* and *after* **LPS 2:** *how much/how many*

Review; Word Bank

Exam Zone (p. 59–62): Use of English; Speaking; Reading; Listening and Writing

MODULE 9 Holidays

Warm-up (p. 69)
Vocabulary: kinds of holiday; places to stay
Listening: kinds of holiday
Speaking: about holidays (asking for and giving information)

25 A Fantastic Time! (p. 70-71)
Vocabulary: positive adjectives
Grammar: Present Continuous
Reading: brochure about Dubrovnik
Listening: phone conversation (gap filling)

26 A Horrible Time! (p. 72-73)
Vocabulary: negative adjectives; homophones
Functions: checking in; asking for and giving directions
Reading Strategies: using the Mini-dictionary
Reading: personal letter (true/false questions) **Listening:** dialogues
Prepositions: down, through, on, next to (directions)
Speaking: giving directions

MODULE 10 Cultures

Warm-up (p. 75)
Vocabulary: countries and nationalities (wordbuilding)
Listening: musical extracts
Speaking: cultural awareness

28 Mali Music (p. 76-77)
Vocabulary: musical instruments
Grammar: Present Simple and Present Continuous
Reading: newspaper article (true/false questions)
Prepositions: at, from, in, on, to (time)

29 Life in the UK (p. 78-79)
Vocabulary: superstitions
Function: being polite
Reading: UK website
Listening Strategies: listening for specific information
Listening: school lesson (multiple choice); café scene (guided gap filling)
Speaking: café roleplay

MODULE 11 Image

Warm-up (p. 83)
Vocabulary: clothes; adjectives
Listening: descriptions (matching)
Speaking: about fashion

31 Looking Good (p. 84-85)
Vocabulary: opinion adjectives
Grammar: comparative adjectives
Reading: fashion tips
Pronunciation: comparative adjectives
Listening: phone conversation

32 Appearance (p. 86-87)
Vocabulary: physical appearance; adjectives/nouns (collocation)
Function: describing people
Reading: magazine article
Preposition: with (two uses)
Listening: dialogue (matching)
Speaking: describing people

MODULE 12 Celebrities

Warm-up (p. 89)
Vocabulary: jobs
Listening: celebrity quiz (matching)
Prepositions: verbs with prepositions
Speaking: questionnaire

34 Hollywood Greats (p. 90-91)
Vocabulary: opinion adjectives
Grammar: superlatives
Reading: Hollywood factfile

35 Star Watching (p. 92-93)
Vocabulary: wordbuilding
Function: making suggestions
Reading: magazine article
Listening: dialogue
Speaking: roleplay (negotiating)

MODULE 13 Volunteers

Warm-up (p. 97)
Vocabulary: voluntary work
Listening: voluntary activities
Speaking: about volunteering

37 Voluntary Work (p. 98-99)
Vocabulary: voluntary work
Grammar: Future *be going to*
Listening: interview about voluntary work
Reading: interview
Pronunciation: assimilation
Preposition: for

38 Raising Money (p. 100-101)
Vocabulary: causes; verbs/nouns (collocation)
Function: phone calls
Reading: magazine article (matching)
Listening: phone call (true/false questions)
Speaking: roleplay (phone call)

MODULE 14 Shopping

Warm-up (p. 103)
Vocabulary: prices
Listening: shopping
Speaking: shopping (asking for and giving information)

40 Joke and Party Shops (p. 104-105)
Vocabulary: shopping
Grammar: predictions (*will* and *won't*)
Reading: joke catalogue

41 Real or Virtual Shopping (p. 106-107)
Vocabulary: clothes and sizes; singular and plural nouns
Function: shopping for clothes
Reading: shopping website (matching)
Reading Strategies: using pronouns
Listening: shopping dialogues
Speaking: roleplay (negotiating)

MODULE 15 Computers

Warm-up (p. 111)
Vocabulary: computers
Listening: interview (multiple choice)
Speaking: questionnaire

43 Robotics (p. 112-113)
Vocabulary: voluntary work
Grammar: Present Perfect (1) – indefinite past (regular verbs); *ever*, *never*
Reading: web page (true/false questions)
Pronunciation: contractions

44 Computer Magic (p. 114-115)
Vocabulary: verbs of sensation; verbs/nouns (collocation)
Function: giving instructions
Reading: newspaper article
Listening Strategies: stressed words **Listening:** giving instructions
Prepositions: with verbs **Speaking:** giving instructions

MODULE 16 Space

Warm-up (p. 117)
Vocabulary: space
Pronunciation: word stress
Listening: radio quiz
Speaking: asking and answering quiz questions

46 Alien Life (p. 118-119)
Prepositions: to, on, back, in, at
Grammar: Present Perfect (2) – indefinite past (irregular verbs); *just*
Reading: magazine article (true/false questions)
Pronunciation: past participles

47 True Stories (p. 120-121)
Vocabulary: science and space; compound words
Function: expressing opinions
Reading: article (UFOs)
Listening: dialogue
Speaking: roleplay (discussion)

Communication Workshops/Culture Corner Review/Language Problem Solving

27 Communication Workshops (p. 74)

Reading: a holiday postcard

Linking: *and, also, too*

Writing: a holiday postcard

Listening: phone conversation

Speaking: phone call (asking for and giving information)

30 Communication Workshops (p. 80)

Reading: an email hotel reservation

Writing: an email hotel reservation

Vocabulary: dishes

Speaking: group roleplay in a restaurant (negotiating)

Culture Corner 3 Around Britain (p. 81)

Review 9 & 10 (p. 82) **Pronunciation:** sounds /ɪ/, /g/; sounds /əʊ/, /v/, /ɔ:/

33 Communication Workshops (p. 88)

Reading: a lost property notice

Linking: *either, or*

Writing: a lost property notice

Speaking Strategies: preparation

Speaking: describing someone in a photo

36 Communication Workshops (p. 94)

Reading: curriculum vitae (CV)

Writing: a CV

Speaking: an interview (asking for and giving information)

Language Problem Solving 3 (p. 95) indefinite pronouns; *it/there*
Review 11 & 12 (p. 96) **Pronunciation:** difficult words; sounds /æ/, /ɜ:/, /ʌ/

39 Communication Workshops (p. 102)

Reading: a notice

Linking: *to, for*

Writing: a notice

Speaking Strategies: checking

Speaking: reporting an event

42 Communication Workshops (p. 108)

Vocabulary: products

Reading: an email

Writing: an email requesting information

Speaking: shopping roleplay (negotiating)

Culture Corner 4 London Markets (p. 109)

Review 13 & 14 (p. 110) **Pronunciation:** word stress; pronunciation and spelling

45 Communication Workshops (p. 116)

Reading: a letter of complaint

Linking: *firstly, secondly, finally*

Writing: a letter of complaint

Speaking: explaining

48 Communication Workshops (p. 122)

Speaking: photo discussion

Writing: answering a questionnaire

Language Problem Solving 4 (p. 123) *so do I/neither do I*; Zero Conditional
Review 15 & 16 (p. 124) **Pronunciation:** vowel, diphthong and consonant sounds

Writing Help (p. 132-139)

Grammar Summary (p. 141-144)

Language Powerbook

Vocabulary: kinds of holiday; places to stay; positive adjectives; negative adjectives; same sound different words (p. 64-69)

Grammar: Present Continuous all forms

Function: asking for directions/a room at the hotel

Skills Corner: Writing – a postcard

Writing: punctuation marks; spelling; linking *an, also* and *too*

Review; Word Bank

Vocabulary: countries; musical instruments (p. 70-75)

Grammar: Present Simple and Present Continuous

Function: being polite

Skills Corner: Speaking – roleplay

Writing: compound words; linking *after that, and, but, however, too, when*

Review; Word Bank

Vocabulary: clothes; adjectives (p. 76-81)

Grammar: comparative adjectives

Function: describing people

Skills Corner: Listening – matching

Writing: spelling; being polite; linking: *either ... or...*

Review; Word Bank

Vocabulary: adjectives (p. 82-91)

Grammar: superlative adjectives **Function:** making suggestions

Skills Corner: Reading – matching

Writing: question mark and full stop; review of linkers

LPS 3: indefinite pronouns; *it/there* **Review; Word Bank**

Exam Zone: (p. 87-90): Use of English; Speaking; Reading; Listening and Writing

Vocabulary: voluntary work (p. 92-97)

Grammar: *be going to*

Function: speaking on the phone/phone conversation

Skills Corner: Writing – a notice

Writing: punctuation marks; spelling; voluntary work

Review; Word Bank

Vocabulary: shopping places (p. 98-103)

Grammar: predictions with *will*

Function: shopping

Skills Corner: Listening – true/false

Writing: capital letters; personal letter

Review; Word Bank

Vocabulary: computers (p. 104-109)

Grammar: Present Perfect all forms

Function: giving instructions

Skills Corner: Speaking – photo description

Writing: punctuation marks; pronunciation; review of linkers; instructions

Review; Word Bank

Vocabulary: space words; planets (p. 110-119)

Grammar: Present Perfect with *ever, never, just*

Function: expressing opinions

Skills Corner: Writing – a letter

Writing: punctuation marks; spelling; opposites

LPS 4: auxiliaries; Zero Conditional **Review; Word Bank**

Exam Zone (p. 115-118): Use of English; Speaking; Reading; Listening and Writing

Learning to Learn

In this module you ...

- **read** dialogues and a questionnaire
- **listen to** dialogues and classroom language
- **ask for** and **give** personal information and **use** classroom language
- **learn about** or **revise** the verb *to be*; the pronouns *I, you, he/she/it, ...*; *my, your, his/her/its ...*; *this/that, these/those; have/has got*; imperatives and *can*
- **learn how to use** the Mini-dictionary and **organise** your vocabulary

Warm-up

1 Learn about *New Opportunities Elementary*. Find these things in your book.

Example 4 → page 86

- 1 A picture of a computer.
- 2 The name of the person in Lesson 13.
- 3 The title of Lesson 22.
- 4 A photo of Christina Ricci.
- 5 The title of Lesson 2.
- 6 A photo of a tennis game.
- 7 The name of the person in Lesson 35.
- 8 A picture of the Houses of Parliament.

2 Write down five more things in the book: pictures, names, titles. Now work in pairs. Your partner finds the things.

➡ Mini-dictionary

3 Find the following things:

- 1 pictures of food and drink
- 2 words that start with the letter A
- 3 pictures of clothes
- 4 pictures of a family
- 5 pictures of sports and games

4 Read the example sentences (a-i). Match the underlined words with the grammar words 1-9.

- a Open your books on page 20.
- b My book is on the table.
- c That picture is on page 10.
- d *Opportunities* has got a Mini-dictionary.
- e I can speak two languages.
- f I am from Britain.
- g Are they students?
- h She is from Argentina.
- i I am not American.

- 1 verb *to be* – affirmative (+)
- 2 verb *to be* – negative (-)
- 3 verb *to be* – question (?)
- 4 subject pronoun
- 5 possessive adjective
- 6 demonstrative adjective
- 7 verb *have/has got*
- 8 imperative
- 9 modal verb *can*

A You

 **Mini-dictionary** pages 2-3

1 Look at Countries in the Mini-dictionary. Find the Key Words.

KEY WORDS: Countries

Argentina, Brazil, Britain, Hungary, Italy, Russia, the USA, Turkey



 Listen and repeat the Key Words.

Example Britain

2 Match the countries with the flags.

 **3** Listen and complete the Function File with these words.

the USA, Argentina, London, Spain, Italy, Britain

FUNCTION FILE

Dialogue 1

- A Hi, I'm Chris. I'm a teacher. What's your name?
 B My name's Maria. Where are you from?
 A I'm from ¹ _____. And you?
 B Well, I'm from Cordoba in ² _____.

Dialogue 2

- A What are their names?
 B He's Roberto and she's Cristina. They're new students from ³ _____.
 C No, they aren't. They're from ⁴ _____.

Dialogue 3

- A Judy, are you a teacher?
 B Yes, I am.
 A And are you from Britain?
 B No, I'm not. I'm from ⁵ _____.
 A And your boyfriend, Chris? Is he from the USA?
 B No, he isn't. He's from ⁶ _____.

to be

4 Complete the table with words from the dialogues in Exercise 3.

Affirmative		
I	1 _____	from London.
You/We/They	2 _____	
He/She/It	is	
Negative		
I	am not ('m not)	from New York.
You/We/They	3 _____	
He/She/It	4 _____	
Questions		
Am	I	from Britain?
5 _____	you/we/they	
6 _____	he/she/it	
Short Answers		
Yes, I am . No, 7 _____ .		
Yes, you/we/they are . No, you/we/they aren't .		
Yes, he/she/it is . No, 8 _____ .		

5 Read the Function File in Exercise 3 again. Correct this information.

Example

1 Chris isn't a student. He's a teacher.

- 1** Chris is a student.
2 Maria is from Buenos Aires.
3 Roberto and Cristina are from Spain.
4 Maria, Roberto and Cristina are teachers.
5 Judy is from Britain.

6 Write six sentences about your class.

Example

I am a student. My name is Sonia. I am from _____.
 My friend is Tina. She is from _____.
 Miss Smart is from _____.

7 Work in pairs. Read Dialogue 1 in the Function File. Act the dialogue with information about you.

B Your Class

1 Choose your three favourite English class activities.

- a grammar
- b listening to the cassette
- c pronunciation exercises
- d reading
- e speaking
- f vocabulary exercises
- g tests
- h writing
- i watching videos

2 Work in groups. What are the three favourite activities in your group? Tell the class.

3 Listen to the results of a class survey. Complete the table.

Favourite activity

Group 1 *i (watching videos)*
 Adam
 David
 Sonia
 Group 2
 Group 3
 The class

Subject Pronouns and Possessive Adjectives

4 Complete the table with these words.

it, your, our, their, her, his, you, my

SUBJECT PRONOUNS	POSSESSIVE ADJECTIVES
I	_____
you	_____
he	_____
she	_____
_____	its
we	_____
_____	your
they	_____



5 Complete the text with words from Exercise 4.

1 _____ name is Sam and 2 _____ am in a group with Tania, Jack and Rose. 3 _____ are in Class 4D. 4 _____ isn't very big – only twenty students. 5 _____ English teacher is Mrs Williams. 6 _____ is from Cardiff and 7 _____ favourite actor is Anthony Hopkins. I'm from Cambridge and 8 _____ favourite actor is Orlando Bloom. Tania is from London and 9 _____ favourite film star is Christina Ricci. Jack and Rose are from Manchester and 10 _____ favourite stars are Julia Roberts and Hugh Grant.

6 Write sentences about these people. Use possessive adjectives.

Example

Her favourite actor is Jude Law.

- 1 your partner (favourite actor)
- 2 you (favourite actress)
- 3 you and your partner (favourite sports star)
- 4 your friends (favourite pop star)
- 5 your teacher (favourite writer)

7 Work in groups. Ask and answer questions to find out the favourite film star, pop star and sports star in your group. Tell the class your results.

Example

Our favourite sports star is Maria Sharapova.

➡ Mini-Grammar in the Language Powerbook

C Your Classroom

Mini-dictionary page 20

1 Listen and check you understand the Key Words.

KEY WORDS: Classroom objects

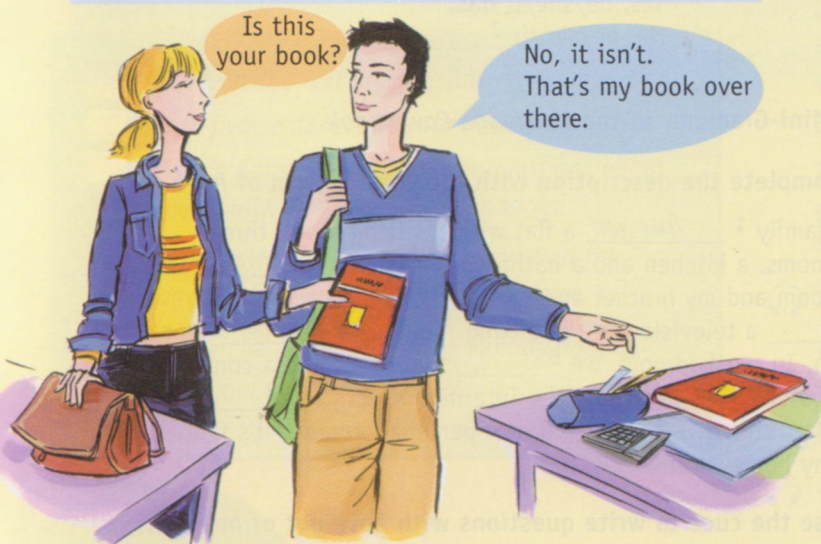
bag, coursebook, dictionary, file, notebook, pen, pencil, piece of paper, rubber, ruler, workbook

this/that/these/those

2 Look at the pictures and read the dialogue. Complete the table with these words.

that, these, those, this

SINGULAR	PLURAL



3 Listen and write down the words you hear – *this, that, these or those*.

Example 1 *this*

➔ **Mini-Grammar** in the *Language Powerbook*

4 Listen to the Key Words. Use them to write sentences about things in the classroom.

KEY WORDS: Colours



Example

That book is red. This bag is black.

5 Work in pairs. Ask and answer questions about things in the classroom.

Example

A *Is this your coursebook?*

B *No, it isn't. That's my coursebook.*

6 Work in pairs. Close your books and test your partner's vocabulary.

Example

A *What's that?*

B *It's a ruler.*

7 List consonants (e.g. B, C) and vowels (e.g. A) in alphabetical order.

B	J	E	Y	Z	F	G	I	K	L
M	V	N	C	D	P	Q	R		
H	S	O	T	U	W	A	X		

Now listen and check your answers. Listen again and repeat the letters.

8 Work in pairs. Test your partner's spelling.

Example

A *Can you spell 'dictionary'?*

B *Yes. D - I - C - T - I - O - N - A - R - Y*

A *No, it's ...*

9 Write down new words from Lessons A-C in your vocabulary book. Include this information.

- the word
- a translation in your language
- an example sentence

Example

notebook → *My notebook is on my desk.*

Do Your Homework

Mini-dictionary A-Z

- 1 Listen and check you understand the Key Words.

KEY WORDS: Houses

bathroom, bedroom, sitting room, kitchen, toilet

What are good places to do homework in your house?

- 2 What things are useful for your English homework?

Example

an encyclopedia, a dictionary

- 3 Listen to two sisters, Katy and Fiona, doing their homework. What things have people in their family got?

dictionary, calculator, encyclopedia, ruler, red pen

Katy	_____
Fiona	<u>dictionary</u>
Dad	_____
Tom (brother)	_____
Mum	_____

have got/has got

- 4 Listen to the dialogue in Exercise 3 again. Complete the table with these words.

have not (haven't) got, have, has, has ('s) got, has not (hasn't) got

Affirmative	I/You/We/They He/She/It	have('ve) got 1 _____	a dictionary.
Negative	I/You/We/They He/She/It	2 _____ 3 _____	a calculator.
Questions	4 _____ 5 _____	I/you/we/they he/she/it	got a ruler?
Short Answers	Yes, I/you/we/they 6 _____. No, I/you/we/they haven't. Yes, he/she/it has. No, he/she/it 7 _____.		

Mini-Grammar in the Language Powerbook

- 5 Complete the description with the correct form of *have got*.

Our family 1 has got a flat with a sitting room, three bedrooms, a kitchen and a bathroom. My sister 2 _____ a small bedroom and my brother and I 3 _____ a big bedroom. We 4 _____ a television in the sitting room – we 5 _____ (not) a video. In our bedroom, we 6 _____ two desks and a computer. The computer 7 _____ (not) the Internet! My brother 8 _____ (not) a stereo. I 9 _____ a new personal stereo – it's fantastic for my homework!

- 6 Use the cues to write questions with *have got* or *has got*.

Example

1 Have you got a good English dictionary?

1 you/a good English dictionary?

2 you/a vocabulary book?

3 you/a personal stereo?

Now answer the questions with short answers.

Example

Yes, I have./No, I haven't.

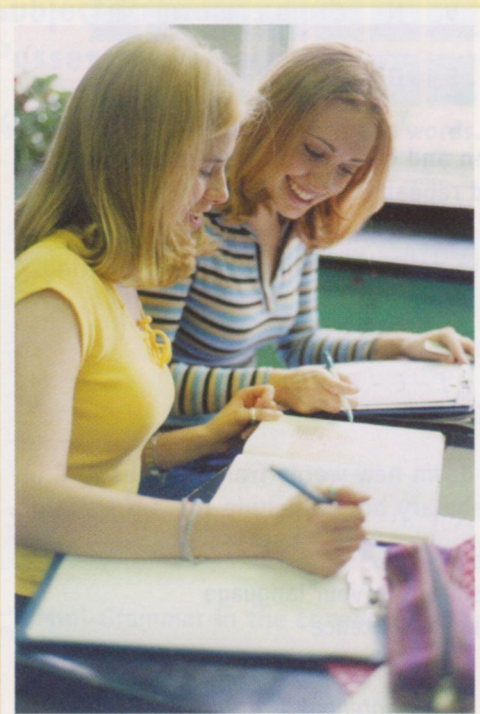
- 7 Work in pairs. Ask your partner for things.

Example

A Jan, have you got a piece of paper?

B Yes, I have. Here you are.

A Thanks. And have you got a ...



E Classroom Language

Mini-dictionary A-Z

1 Complete the instructions with the Key Words.

KEY WORDS

answer, complete, list, match, read, use, work, write

- 1 _____ in pairs. Ask and _____ questions.
- 2 _____ five sentences about your house.
- 3 _____ the table with these words.
- 4 _____ the text and check your guesses.
- 5 _____ your favourite films.
- 6 _____ the words with the pictures.
- 7 _____ the Mini-dictionary.

Now listen and check your answers.

2 Listen to the teacher. Put her instructions in the correct order.

- ☐ Now read the text quickly. Answer the questions.
- ☐ Write five sentences in your notebooks.
- ☐ Work in pairs. Ask and answer questions about your family. Don't look at your books.
- ☐ For homework, do Exercises 2 and 4 in the Language Powerbook. Don't do Exercise 3.
- ☐ Do Exercise 1. Don't use the Mini-dictionary.
- ☐ Open your books on page 24.

Imperatives

3 Add more examples of instructions from Exercise 2 to the table.

Affirmative	Negative
Read the text quickly.	Don't use the Mini-dictionary.

➡ Mini-Grammar in the Language Powerbook

4 Complete the instructions with these words.

don't write, answer, work (x2), do (x2), speak, use, take out, don't work, write, open, don't read, ask

'1 _____ your vocabulary books. Now, 2 _____ your coursebook on page 76. 3 _____ Exercise 1. 4 _____ individually – 5 _____ in pairs for this exercise. 6 _____ the Mini-dictionary and 7 _____ new words in your vocabulary books. 8 _____ the words in pencil – use a pen.'

'Now 9 _____ Exercise 2. 10 _____ in pairs. 11 _____ in English! 12 _____ and 13 _____ questions about your family. 14 _____ the sentences from your notebook.'

Now listen and check your answers.

5 Work in groups. One student turns to page 125 and reads instructions to the others. The last student to do something is out of the game.

6 Listen and match the questions (1–4) with answers (a–d).

FUNCTION FILE Asking the Teacher

- | | |
|---------------------------------------|--|
| 1 Sorry. Can you repeat that, please? | a Yes. P – I – E – C – E. |
| 2 What is 'bolsa' in English? | b Yes, of course. Open your vocabulary book. |
| 3 Can you spell 'piece', please? | c In (your language), it is ... |
| 4 What is the meaning of 'write'? | d It is 'a bag' in English. |

Listen again and repeat the questions.

7 Work in pairs. Test your partner on the words in this module. Use questions 3 and 4 from the Function File.

F Check Your Learning

 **Mini-dictionary** pages 2-3

1 Listen and repeat the Key Words.

What countries are these languages from?

Example English → England

KEY WORDS: Languages

English, French, German, Greek, Hungarian,
Italian, Polish, Russian, Spanish, Turkish

2 Listen. Which languages from the Key Words can Tim:

a read and write? b speak?

can

3 Use the dialogue in Exercise 2 to complete the table.

Affirmative		
I/You/He/She/We/They	1 _____	speak French.
Negative		
I/You/He/She/We/They	2 _____	speak Russian.
Question		
3 _____	I/you/he/she/we/they	speak German?
Short Answers		
Yes,	I/you/he/she/we/they	4 _____ .
No,		5 _____ .

 **Mini-Grammar in the Language Powerbook**

4 Listen to the Key Words. Write sentences about what you **can** or **can't** do.

Example

I can play football. I can't play tennis.

KEY WORDS

play tennis/chess/basketball, etc.
play the piano/violin/guitar, etc.
say the alphabet/the alphabet backwards!
speak French/German, etc.
swim 100 metres
use a computer/a calculator
count to 100 in English

5 Work in pairs. Ask and answer questions about the activities in Exercise 4.

Example

A Can you play chess?

B Yes, I can. Can you ... ?

A No, I can't.

6 Read the questionnaire and answer it.

CHECK YOUR ENGLISH

GRAMMAR

- Can you use these structures?
 - the verb *to be*
(affirmative/negative/questions)
 - have/ has got*
(affirmative/negative/questions)
 - imperatives
 - can*

LISTENING

- Can you understand your English teacher?
- Can you understand the CD?

SPEAKING

- Can you say your name/where you are from/your favourites?
- Can you ask your partner for things (e.g. a pencil)?
- Can you ask your teacher about the meaning of words?

VOCABULARY

- Can you use the Mini-dictionary?



7 Work in pairs. Ask and answer the questions in the questionnaire.

Tell the class two things you **can** do and two things you **can't** do.

1 Friends

In this module you ...

- **talk about** you and your friends;
practise expressions for meeting people
- **listen to** young people talking
- **read about** a TV show and penfriends
- **write** an advert for a penfriend
- **learn about** the Present Simple

Warm-up

 pages 4, 5 and 6

-  **1** Check you understand the Key Words.
Then listen and number them in the order
you hear them.

KEY WORDS: Sports and Hobbies (1)

playing basketball/football/tennis

playing computer games/the piano

collecting things, doing gymnastics,
listening to music, reading, swimming

- 2** Guess this information about the people
in the photos.

Ages: fifteen, sixteen, seventeen

Nationalities: American, Hungarian,
Argentinian, Turkish

Cities: Budapest, Istanbul, Buenos Aires,
Miami

Hobbies: playing computer games, playing
the piano

Sports: swimming, tennis

Example

Kemal → fifteen/Turkish/Istanbul/tennis

-  **Listen and check your guesses.**

- 3** Think about a real or imaginary friend.
Write his/her name, age, town, nationality,
hobby and sport.

- 4** Work in groups. Tell the group about
your friend. The others guess – is he/she
real or imaginary?

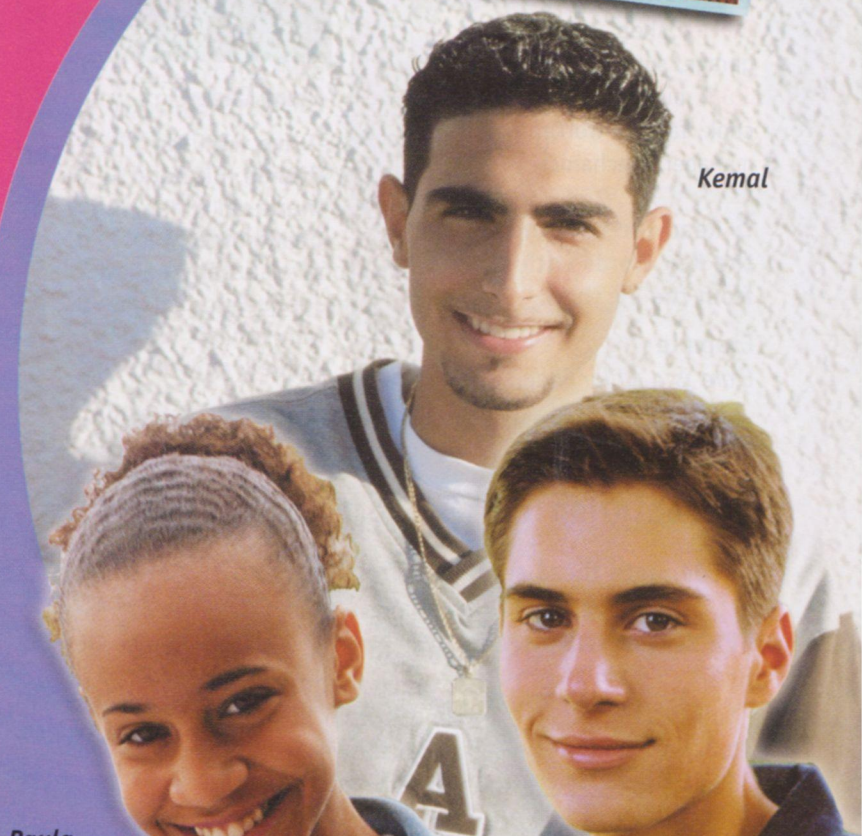
Example

*His name is Roberto. He is sixteen. He is
Brazilian. He is from Rio de Janeiro. His
favourite sport is football. His hobby is
playing computer games.*

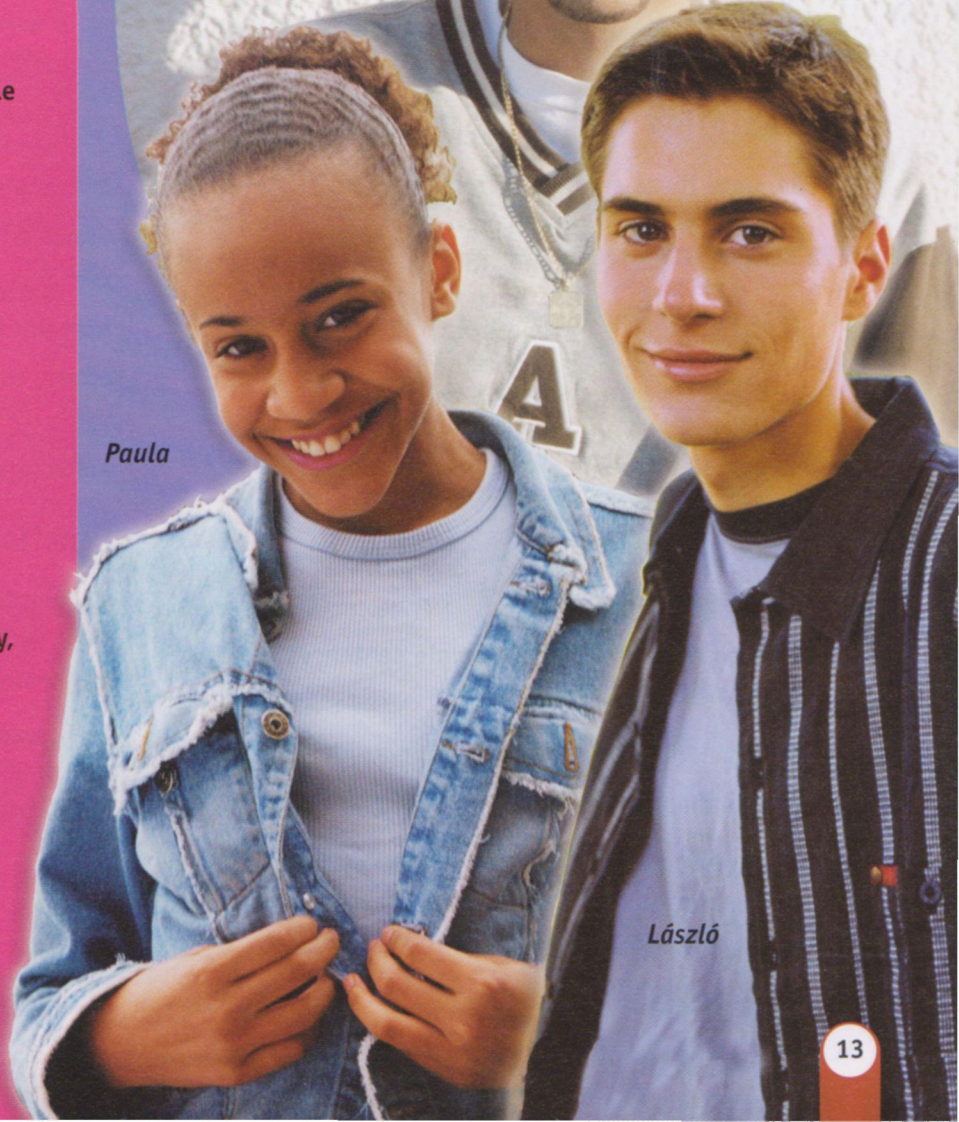
Nuria



Kemal



Paula



László



1 Neighbours

CORONATION ST.

Before you start

1 Do you know your neighbours? Are they your friends or friends of your family? Tell the class.

pages 7 and 13-15

2 Listen and check you understand the Key Words.

KEY WORDS

Places: shop, café, factory, garage, supermarket

Jobs: butcher, childminder, cook, factory worker, manager, mechanic

3 Read the text and match the Key Words with characters from the TV show.

Example

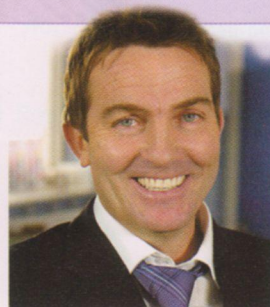
Clare is a childminder.

This show is about ordinary people in the north of England. The characters are not glamorous. They live in Manchester and they meet in the local café, shops and at work. You don't find out about world news in Coronation Street but you learn about life in Britain.



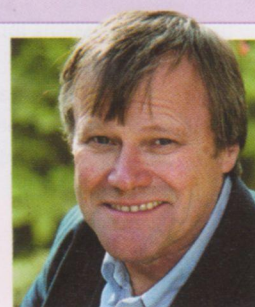
Clare Casey

'I live with my friends, Fizz and Maria, in a flat. I'm a childminder. I look after a baby called Joshua. I also take him to visit his dad, Ashley, at work.'



Danny Baldwin

'I'm from London but now I live in Manchester. I'm the manager of a clothes factory. The workers don't like me. They think I'm very strict because I shout at them all the time!'



Roy Cropper

'I'm married to Hayley. We own a café in the street. It opens early every day. My wife doesn't work there – she works in the clothes factory. We go camping once or twice a year.'

Presentation 1: Present Simple Affirmative

4 Complete these sentences from the text.

PRESENT SIMPLE AFFIRMATIVE

I	1 _____	with my friends.
You	2 _____	about life in Britain.
We	3 _____	out every weekend.
They	4 _____	I'm very strict.
He	5 _____	our café.
She	6 _____	in the clothes factory.
It	7 _____	early every day.

When does the verb end in 's'?

5 Read the rule. Match the example sentences (a and b) with the uses (1 and 2).

We use the Present Simple to talk about:

- things that we do regularly.
 - things that are true in general.
- a I live in Manchester.
b They meet in the local café.

6 Pronunciation. Listen to these three verbs.

Group 1: /z/
cleans

Group 2: /s/
works

Group 3: /ɪz/
manages

Now put these verbs in the correct group.

comes, cooks, dances, does, goes, irons, lives, makes, owns, reads, shouts, speaks, studies, takes, uses

Listen and check your answers.

Practice

7 Complete the sentences with the verbs below in their correct form.

go, manage, speak, use, work

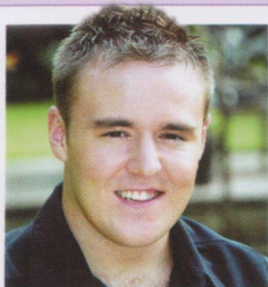
- My mother _____ in an office.
- I _____ out with my friends on Saturdays.
- My neighbours _____ English and French.
- He _____ a clothes factory.
- We _____ calculators in maths classes.

**Hayley Cropper**

'Roy's a good husband. We don't work together. I work in a factory and he manages our café. He doesn't cook brilliant food but he's a very good manager!'

**Ashley Peacock**

'I'm a butcher. Clare looks after my baby, Josh. She also cleans, irons and does the shopping every day for me.'

**Tyrone Dobbs**

'I'm a mechanic and I work in the local garage. I don't live with my family. I've got a dog called Monica - I take her out for a walk twice a day. My best friends are Fizz and Kirk - we go out every weekend.'

Presentation 2: Present Simple Negative

8 Read about the TV show again and complete these sentences with *don't* or *doesn't*.

PRESENT SIMPLE NEGATIVE

I	1 _____	live with my family.
You	2 _____	find out about world news.
We	3 _____	work together.
They	4 _____	like me.
He	5 _____	cook brilliant food.
She	6 _____	work there.

Now underline the correct form in these rules.

- We use *don't/doesn't* with *he, she* or *it*.
- We use *don't/doesn't* with *I, you, we* or *they*.

⇒ Grammar Summary 1, page 141

Practice

9 Complete the sentences with the correct form of the verbs in brackets.

Sue ¹ _____ (live) in our street. She ² _____ (study) medicine at university. She ³ _____ (read) a lot of books and she ⁴ _____ (not watch) TV at all. Sue ⁵ _____ (love) cats but she ⁶ _____ (not like) dogs. She ⁷ _____ (play) tennis with her friends. They ⁸ _____ (go out) on Saturdays but they ⁹ _____ (not stay out) late. Sue ¹⁰ _____ (speak) French and Spanish.

10 Complete the sentences about you and people you know. Use affirmative and negative forms.

Example

I don't like cats.

- I _____ cats. (like)
- My English teacher _____ football. (play)
- My friends _____ sport on TV. (watch)
- I _____ in a big town. (live)
- My father _____ in an office. (work)
- In my school, we _____ German. (learn)
- I _____ Italian food. (like)
- My parents _____ French. (speak)

A-Z

11 Match the Key Words with the words below.

KEY WORDS: Verbs

do, get up, go, have, listen to, play, read, ride, watch

to bed, early/late, a book, breakfast, CDs, chess, a computer game, dinner, home, the housework, lunch, a motorbike, the radio, to school, a shower, television, tennis

12 Personalisation Use the words in Exercise 11 to write about a typical Saturday or Sunday in your area. Write about you, your family, friends and neighbours. Write one false thing.

Example

I get up early. I play tennis with my friend. My brother watches cartoons on TV.

Read your sentences. The others try to guess the false information.





2 Making Friends

Before you start

pages 4, 5 and 6

- 1 Listen and repeat the Key Words. What extra sport and hobby do you hear?

KEY WORDS: Sports and Hobbies (2)

Sports: diving, volleyball, windsurfing

Hobbies: painting, photography, playing the guitar

What are your interests? Tell the class.

Example

I like ice hockey, swimming and listening to music.

Reading

2 Read the Strategies.

READING STRATEGIES: Prediction

- Before you read, look at the pictures and the title. Try to guess what the text is about.
- Read the questions and try to guess the answers before you read.

Use the Strategies to guess the answers to the questions about the people in the photos.

Example

Photo A → *I think she's seventeen.*

- 1 How old are they?
- 2 Where are they from?
- 3 What are their favourite hobbies or sports?

3 Read the emails and check your guesses for Exercise 2.

4 Choose a good penfriend for Colin – Teresa or Lena.

Vocabulary: Collocation

5 Match the words from the text.

- | | |
|-----------|--------------|
| 1 collect | a pictures |
| 2 go | b magazines |
| 3 paint | c photos |
| 4 play | d diving |
| 5 play | e the guitar |
| 6 take | f tennis |

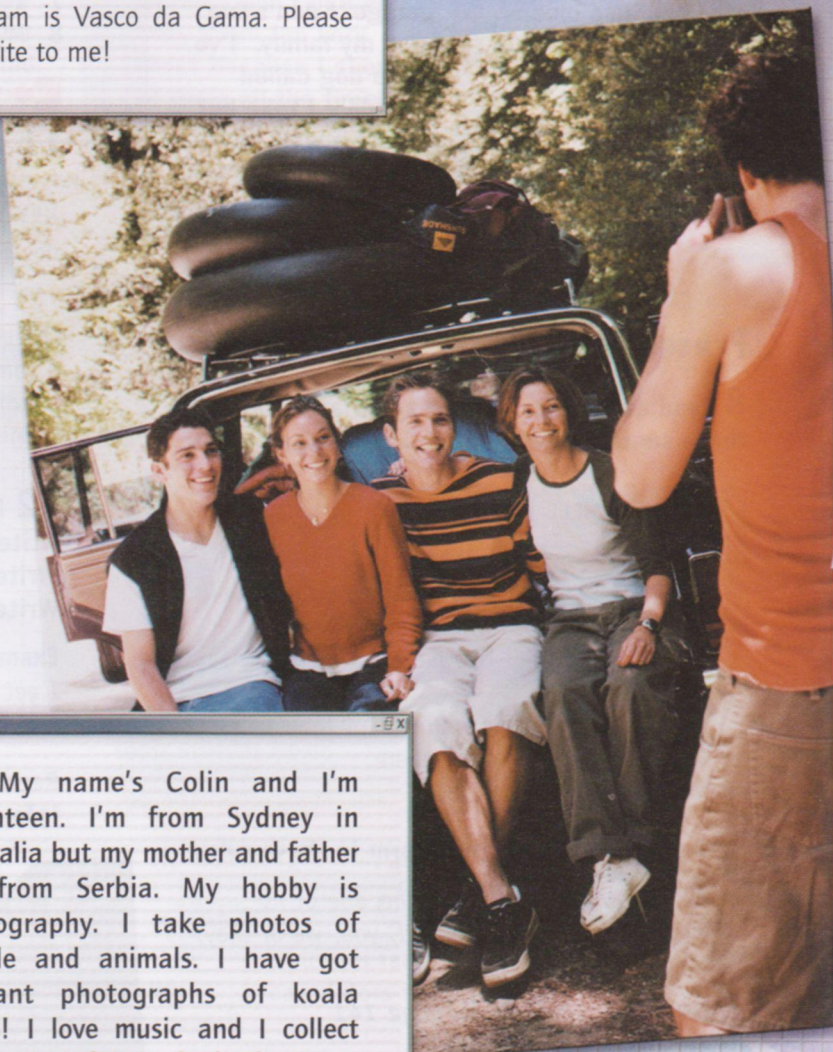
International Email

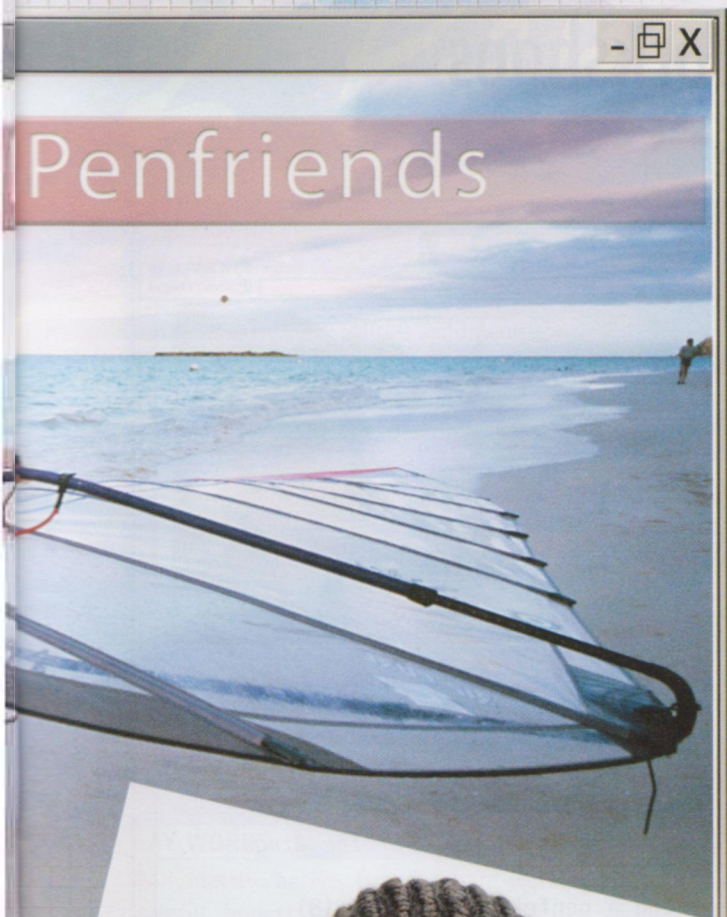
A

Hi! My name's Teresa and I'm from Rio de Janeiro in Brazil. I'm eighteen. I've got two sisters. I love sport. I play tennis and beach volleyball and I go diving and windsurfing. My favourite football team is Vasco da Gama. Please write to me!

B

Hi! My name's Colin and I'm seventeen. I'm from Sydney in Australia but my mother and father are from Serbia. My hobby is photography. I take photos of people and animals. I have got brilliant photographs of koala bears! I love music and I collect music magazines. I don't play sport and I don't watch TV! Email me soon!





Hello! My name's Lena and I'm from Durban in South Africa. I'm sixteen and I'm at school. I've got one brother and my grandmother lives with us. I like art. I paint pictures of the countryside. I also sing and play the guitar in a group with two friends. My favourite singer is Beyoncé. Email me!

Listening

6 Read the emails again and listen to the people. Underline six differences.

7 Listen and complete the Function File with the words below.

great, hello, interesting, really, well

FUNCTION FILE

Meeting People

Colin 1 _____, I'm Colin. What's your name?

Lena I'm Lena. I'm from Durban.

Colin 2 _____? I'm from Sydney. What are your hobbies?

Lena 3 _____, I paint pictures and I play the guitar.

Colin 4 _____. I love music. I collect music magazines. And I take photos.

Lena That's 5 _____. What's your favourite sport?

Colin Oh, I don't play sport.

Speaking

8 Write notes about your hobbies and sports.

Examples

play the guitar/go swimming/collect football magazines

9 Work in pairs. Imagine you meet your partner at a party. Ask and answer questions. Use expressions from the Function File.

Example

A Hi, I'm Sue. What's your name?

B I'm Rick. I'm from Australia.

Prepositions pages 2-3

10 Read the example and then complete the sentences with *in* and *from*.

Example

I'm from Pilzen. It's in the Czech Republic.

- Kathy comes _____ Manchester but she lives _____ Bristol.
- My French penfriend is _____ Bordeaux.
- My sister works _____ a shop. I'm a mechanic. I work _____ a garage.
- He is _____ Los Angeles. He lives _____ a flat with friends.
- We're _____ Russia. We live _____ Moscow.
- At the weekend, I work _____ my parents' shop.

QUOTE ... UNQUOTE

'Love is blind; friendship closes its eyes.'

Anonymous



3 Communication Workshops

Writing

Before you start

A-Z

1 Read the advert for a penfriend. Would you like to reply to Russell? Why or why not?

2 **Linking** Find sentences with *and* in the advert. Then rewrite these sentences using *and*.

- 1 I'm sixteen. I live in Bristol.
- 2 I play football. I play basketball.
- 3 I like Russell Crowe. I like Viggo Mortensen.
- 4 My dad is a doctor. My mum is a teacher.

Penfriend Wanted

Name: Russell Brown
Email: rbrown@zmail.nz
From: Dunedin, New Zealand
Age: 16
Gender: male

Occupation: school student
Languages: I can speak English and French.
Sports/hobbies: I like diving and football. I like reading science-fiction books.
Favourites: I love The Cranberries and Sheryl Crow. I hate Britney Spears! I like the *Lord of the Rings* films and I love Liv Tyler!
Comments: I want to find a penfriend (age: 16-18) from Europe. Please email me soon!

An Email Advert for a Penfriend

Write an email advert for a penfriend. Follow the stages below and use Writing Help 1 on page 132.

Stage 1

Copy the headings in the advert above. Write information about you.

Stage 2

Check your email for:

- spelling • Present Simple forms
- capital letters and full stops • use of *and*

Talkback

Your teacher collects the email adverts and reads them out – without saying the name. Listen and guess the student!

Speaking

A Roleplay

Meet new people at a party. Follow the stages.

Stage 1

Look at your personal information in your advert. Add one thing that is not true.

Stage 2

Read the Function File on page 17 and practise saying the expressions.

Stage 3

Work in groups. Imagine you are at a party. Meet new people and talk about your interests.

Talkback

Try to guess the false information. Tell the class.

Example

Adam doesn't play the electric guitar!

2 Personality

In this module you ...

- **talk about** personalities and interests;
- **practise** saying preferences
- **listen to** descriptions and dialogues
- **read** a questionnaire, descriptions and a letter
- **write** a personal letter
- **learn about** Present Simple questions and adverbs of frequency

Warm-up

➡ page 11 and A-Z

- 1 Check you understand the Key Words. Listen and repeat them.

KEY WORDS

Personality: active, friendly, hard-working, helpful, honest, lazy, outgoing, quiet, romantic, shy

Moods: bored, happy, sad, serious, in a good/bad mood

- 2 Look at the photos of the boy. What mood is he in?

Example

In photo 10, he's in a good mood.

- 3 Imagine the personality of the girl in the photo. Tell the class.

Example

I think she's She isn't ...

- 4 Listen to four descriptions of people. Write the number of each person next to the adjectives.

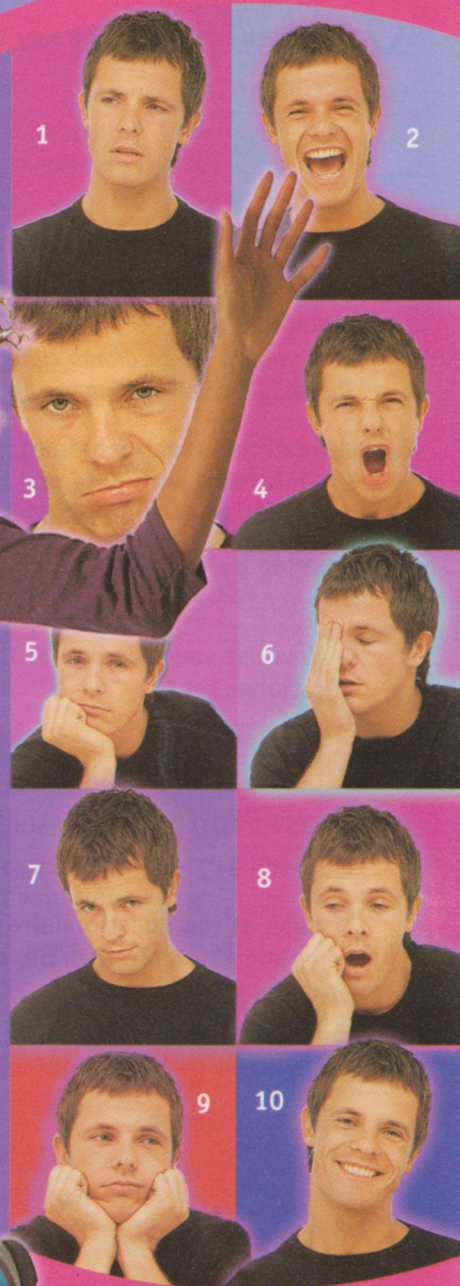
- | | | |
|-----------------------------------|-----------------------------------|---------------------------------------|
| ☐ active | ☐ friendly | ☐ hard-working |
| ☐ honest | ☐ helpful | ☐ lazy |
| ☐ outgoing | ☐ quiet | ☐ shy |
| ☐ romantic | | |

➡ pages 11-12

- 5 Work in pairs. Choose adjectives from the Key Words in Exercise 1 to describe your friends and family.

KEY WORDS: Family

aunt, brother, cousin, father, grandfather, grandmother, mother, sister, uncle





4 Your Life

Before you start

page 22

1 Listen and order the Key Words.

KEY WORDS: Days

Tuesday, Saturday, Wednesday,
Thursday, Sunday, Friday, Monday

2 Tell the class two things you do in a typical week.

Example

On Monday I go to drama club and on Thursday I go swimming.

3 Read the questionnaire. Listen to the interview with Kate and list her answers. Do you think Kate is active?

Example

1 → a

4 Now list your answers to the questionnaire.

Presentation 1: Present Simple Questions

5 Look at the questionnaire and complete the table with *do*, *does*, *don't* or *doesn't*.

PRESENT SIMPLE QUESTIONS

Yes/No Questions

1 _____ you work hard at school?

2 _____ your English teacher call you hard-working?

Short Answers

Yes, I ³ _____. No, I ⁴ _____.

Yes, he/she ⁵ _____.

No, he/she ⁶ _____.

Wh- Questions

How ⁷ _____ you help at home?

Why ⁸ _____ your mum or dad get angry with you?

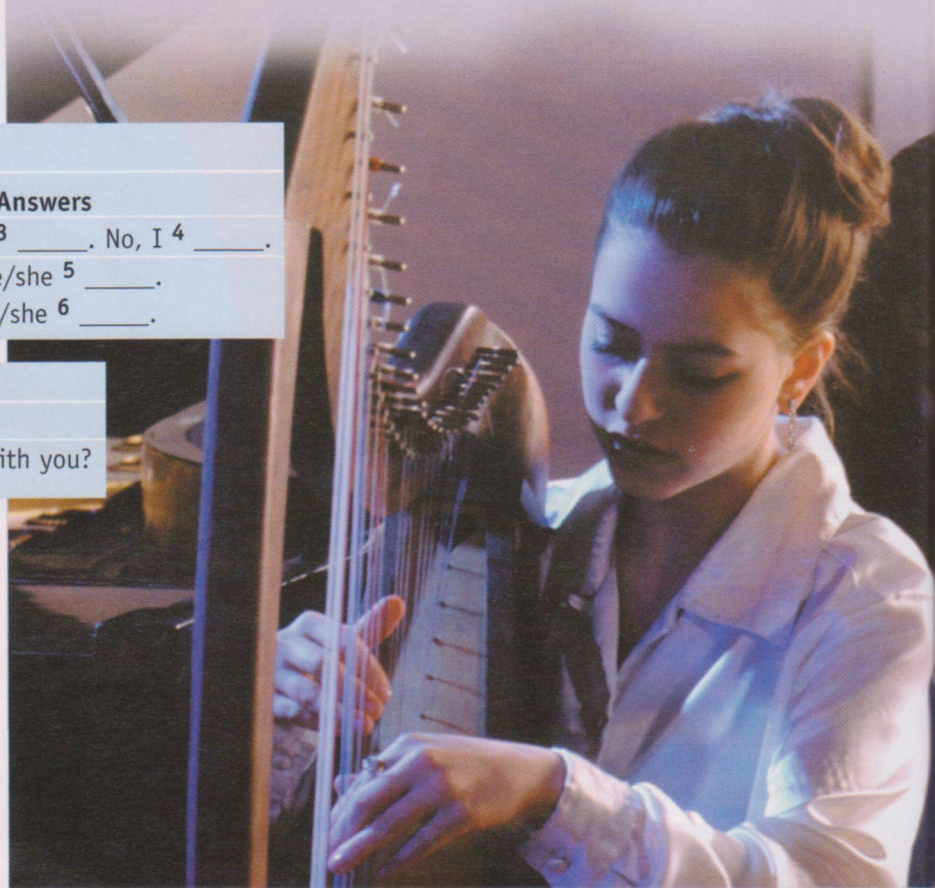
⇒ Grammar Summary 1, page 141

6 Pronunciation Listen to the questions from the questionnaire again. Notice the intonation patterns. Listen and repeat.

HOW ACTIVE ARE YOU?

- 1 Do you work hard at school?
a) Yes, I do. b) No, I don't.
- 2 Does your English teacher call you hard-working?
a) Yes, he/she does. b) No, he/she doesn't.
- 3 What school clubs or teams are you in?
a) a sports team b) a drama club
c) a choir or an orchestra
d) computer club e) another club or group
- 4 What do you do after school?
a) watch TV b) play computer games c) do my homework
d) go out with my friends e) do sport
- 5 How do you help at home?
a) I do the washing-up. b) I tidy my room.
c) I help with the shopping.
d) I look after my brother/sister. e) I don't help.
- 6 Why does your mum or dad get angry with you?
a) I go out a lot. b) I don't help at home.
c) I stay in bed late at weekends.
d) I don't do my homework. e) I watch TV a lot.

Turn to page 125 to find out how active you are.



21



5 Your Interests

Before you start

page 6 and A-Z

- 1 Listen to the Key Words. Underline the three words you don't hear.

KEY WORDS: Hobbies and Interests

acting, art, dancing, drawing, gardening, history, making models, music, painting, playing chess, playing an instrument, science, singing, taking photos, watching films

- 2 Read the examples and write three sentences about your hobbies and interests.

Examples

I'm **good at** playing chess.

I'm **interested in** history.

I'm **bad at** drawing.

- 3 Work in groups. Tell the others about your hobbies and interests.

Reading

- 4 Look at the pictures (A–D) and choose your favourite. Think about colour and shapes.

- 5 Read the description from your favourite picture. Does it describe your personality? Tell the class.

Example

I like Picture A. The description is almost right. I love going to parties and I love sport but I'm not interested in acting.

- 6 Read the four descriptions again. Are these statements true (T) or false (F)?

- 1 ☐ Picture A people often go to bed late.
- 2 ☐ Picture A people are usually shy.
- 3 ☐ Picture B people are interested in machines and computers.
- 4 ☐ Picture C people always do their homework.
- 5 ☐ Picture D people are good at making things.

PICTURE A

You are a very friendly, outgoing person. You sometimes get sad but you are usually very happy. You love going to parties and dancing. You are good at acting and singing. You like playing sports, for example, basketball and volleyball. You like going out with your friends and you don't like being at home a lot. And you don't like going to bed early!

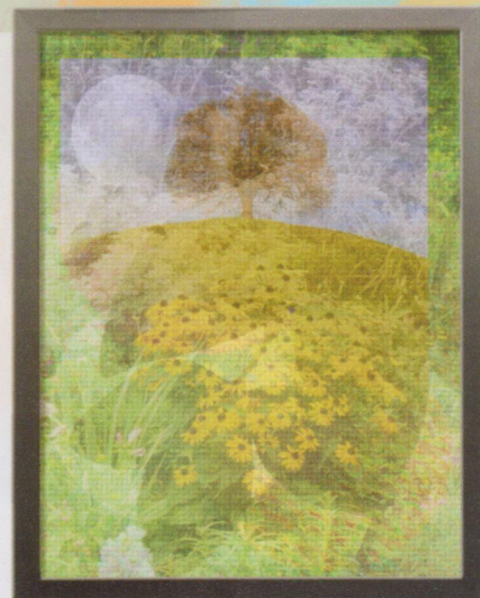


PICTURE B

You are a quiet person and you are sometimes shy. You like being at home and you are never bored. For example, you love reading, listening to music or writing emails to your friends. You don't like going to big parties and you hate noisy clubs. But you love talking to your friends for hours. You are very romantic and you love watching sad films.

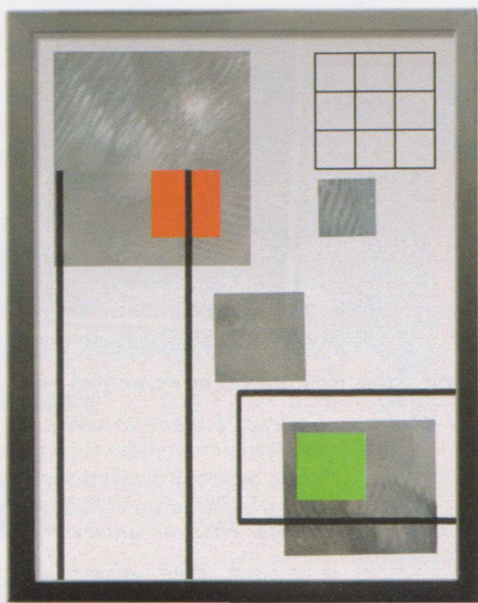
PICTURE C

You are a very relaxed person and you don't often get nervous or angry. You love animals and you are very interested in nature. You like gardening and you are good at painting. You don't like doing your homework and your teacher sometimes says you are lazy! You love being outside and being active. You don't like sitting at home watching TV for hours.



PICTURE D

You are a very practical person. You are good at making things with your hands, for example, making models, and cooking. You like using computers and you love collecting things. You like playing chess and computer games. You don't like acting and singing and you are not very good at painting. You are very hard-working and always do your homework!



9 Listen again and complete the Function File with the words below.

about, don't like, don't mind, hate, into (x2), like (x3), love, OK

FUNCTION FILE

Preferences

What things do you ¹ like , Mick?
I really ² _____ reading.
I ³ _____ playing computer games.
What ⁴ _____ you?
I'm really ⁵ _____ sport.
I ⁶ _____ tennis but I really
⁷ _____ basketball.
What are you ⁸ _____ ?
Do you ⁹ _____ photography?
I ¹⁰ _____ art at school.
I think maths is ¹¹ _____ .

Vocabulary: Adjectives

7 Match the adjectives (1-5) with their opposites (a-e) from the text.

1 happy 2 hard-working 3 nervous 4 outgoing 5 quiet
a lazy b shy c noisy d sad e relaxed

Listening

8 Read the Strategies.

LISTENING STRATEGIES: Prediction

- Before you listen, read the questions.
- Look at the pictures and think about what you know about the people or the topic.
- Guess answers to the questions.

Follow the Strategies and guess the answers to these questions.

- 1 What are Mick's hobbies?
- 2 What are Terry's hobbies?
- 3 What school subjects does Terry like?
- 4 What subjects does Mick like?
- 5 Do Mick and Terry like the same things?

Now listen and check your answers.



10 Classify the preferences in the Function File.

Questions ?	
Likes ☺	
Dislikes ☹	
Neutral 😐	

Speaking

11 Write sentences about your preferences. Use expressions from the Function File.

Example

I hate cooking.

12 Work in pairs. Ask and answer questions about your preferences.

Example

- A Do you like chess?
B No, I don't.



6 Communication Workshops

Writing

Before you start



A-Z

1 Read the letter. Match these topics with the paragraphs (1–4).

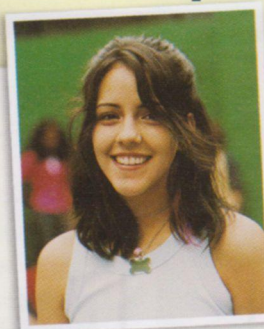
- family
- interests
- ending
- introduction

2 Linking Look at the letter and find examples of *when*. Use the words below to write sentences about you.

on holiday, have time, bored, tired, sad

Example

When I am on holiday,
I swim in the sea.



2 Hill Street,
Malvern, M4 8JQ

4 November

Dear Sharon,

(1) Hi! My name's Tina Richards. I'm seventeen and I live in Malvern in Britain. I'm at Malvern College. I want to write to penfriends of my age.

(2) I've got one brother – James. He's at university. My mum is a nurse and my dad works in a bank. What about your family?

(3) I'm very active and outgoing. I love sport and I play tennis. I go windsurfing when I'm on holiday. I'm really interested in films, too. When I have time, I go to the cinema with friends. My favourite actors are Johnny Depp and Sean Bean. What things are you interested in?

(4) I speak English and French. Please write to me!

All the best!

Tina

A Personal Letter

Reply to a letter. Follow the stages and use Writing Help 2 on page 132.

Stage 1

Write notes to reply to Tina's letter.

- name/age/town and country/school
- family/parents' jobs
- hobbies and interests
- languages you speak

Stage 2

Use your notes to write your letter. Include two sentences using *when*.

Talkback

Work in pairs. Read and check your partner's letter (e.g. spelling, punctuation).

Speaking

A Survey

Do a survey about hobbies and interests. Follow the stages.

Stage 1

Write three questions for your survey.

Example

What sport do you like? How often do you do it? What sport do you dislike?

Stage 2

Work in groups. Ask and answer your questions. Write down the answers.

Talkback

Tell the class information about the people in your group.

Example

Juan and Cristina love basketball but they don't often play it. Alberto and Marta don't like it. They don't play it.



Culture Corner 1



Quiz Time: The UK

1 Listen and repeat the Key Words. Read the facts about Britain and complete them with the Key Words.

 page 7

KEY WORDS: Jobs

actor, director, footballer, politician, singer, writer

Do You Know?

The UK (United Kingdom) is really four countries in one – England, Northern Ireland, Scotland and Wales. A person from the UK is often called a 'Brit' (short for 'British').

The royal family is originally from Germany. Their real surname is not 'Windsor', but 'Saxe-Coburg-Gotha'!

Some of the great Hollywood personalities of the past were British, not Americans – for example, the ¹ _____ Charlie Chaplin and the ² _____ Alfred Hitchcock.

You can buy versions of the ³ _____ J.K. Rowling's Harry Potter books in Latin and Ancient Greek.

Rowan Atkinson ('Mr Bean') was at school with Tony Blair, the ⁴ _____.

British sports stars, for example, the ⁵ _____ Wayne Rooney, and teams such as Manchester United, are famous all over the world. Britain is often called the 'home' of football – but the game probably comes from China!

British pop stars, like the ⁶ _____ Robbie Williams, pay millions of pounds to the government in tax.



2 Work in pairs. Try to answer these questions about Britain and famous 'Brits'.

1 Match the capital cities (1-4) with the countries (a-d).

- 1 Belfast
- 2 Cardiff
- 3 Edinburgh
- 4 London
- a England
- b Northern Ireland
- c Scotland
- d Wales

2 Which 'royal' is not a child of Queen Elizabeth?

- a Prince Andrew
- b Prince Charles
- c Princess Anne
- d Prince William

3 Match the actors (1-4) with their famous roles (a-d).

- 1 Sean Bean
- 2 Rowan Atkinson
- 3 Daniel Radcliffe
- 4 Orlando Bloom
- a Harry Potter
- b Legolas
- c Mr Bean
- d Odysseus

Check your answers on page 140.



4 Match the authors (1-4) with their books (a-d).

- 1 Roald Dahl
- 2 Charles Dickens
- 3 J.K. Rowling
- 4 J.R.R. Tolkien
- a Oliver Twist
- b The Lord of the Rings
- c The Witches
- d Harry Potter

5 Match the football clubs (1-4) with the cities (a-d).

- 1 Arsenal
- 2 Aston Villa
- 3 Celtic
- 4 Everton
- a Birmingham
- b Glasgow
- c Liverpool
- d London

3 Pronunciation Listen and put the British cities in the order you hear them.

- ☐ Belfast ☐ Birmingham ☐ Cambridge ☐ Cardiff
☐ Edinburgh ☐ Glasgow ☐ Leeds ☐ Liverpool
☐ Manchester ☐ Newcastle ☐ Oxford ☐ York

Now listen again and repeat the places.

Project Option: A Quiz

- Work in pairs or groups. Write similar quiz questions about your country. Think about TV, literature, fashion, music and sport.
- Read your questions and test the class.
- Use the best questions to test another English class in your school.

Review 1 and 2

Grammar

1 Complete the dialogue with the words below.

play, plays, like, love, do (x2), does (x2),
don't, doesn't

- A What ¹ _____ you do on holiday?
B Well, I like swimming.
A And ² _____ your boyfriend like swimming?
B No, he ³ _____. He can't swim! He doesn't ⁴ _____ the sea.
A So what ⁵ _____ he do?
B He reads or takes photos.
A What other things ⁶ _____ you like?
B We ⁷ _____ music and dancing.
A Do you ⁸ _____ a musical instrument?
B No, I ⁹ _____. But my boyfriend ¹⁰ _____ the guitar.

2 Complete the questions (1-5) with the words below. Then match them with the answers (a-e).

what (x2), when, where, why

- 1 _____ do you come from?
2 _____ do you do at weekends?
3 _____ do you use a dictionary?
4 _____ do you go out with your friends?
5 _____ do you do after school?

- a I go out with my friends.
b I do my homework.
c Cordoba.
d To learn new words.
e After school and at weekends.

3 Use these words to write sentences.

- 1 makes things/my dad/often
2 sometimes/watch/I/television
3 always/my teacher/difficult questions/asks
4 in the sea/never/go/I/swimming
5 doesn't/my mum/go/to the cinema/often

Vocabulary

4 Write the opposites of these adjectives.

- | | |
|----------------|----------------------|
| 1 happy _____ | 5 outgoing _____ |
| 2 long _____ | 6 quiet _____ |
| 3 big _____ | 7 nervous _____ |
| 4 boring _____ | 8 hard-working _____ |

5 Use the adjectives from Exercise 4 to write sentences about these things.

a film, a person

Examples

'Troy' is a boring film.

Steve is very hard-working.

6 Complete the text with the correct form of the verbs below.

answer, do, go, go out, go to (x2), meet,
play (x2), take

My sister has got different hobbies. She's got a good camera and she ¹ _____ photos of animals. She often ² _____ the zoo with my dad. She also loves sport. She ³ _____ tennis and basketball and she often ⁴ _____ swimming. She ⁵ _____ the piano and can sing very well. She is very hard-working at school. She ⁶ _____ questions in class and she always ⁷ _____ her homework. At the weekend, she often ⁸ _____ her friends and they ⁹ _____ together. They ¹⁰ _____ the cinema or to parties.

Pronunciation

7 Listen to the final sound in these words.

- 1 paint /t/ 2 friend /d/

Now listen to the words. Which final sound do you hear, /d/ or /t/?

Listen again and repeat the words.

8 Word stress. Listen and repeat these words.

- | | |
|-----------|------------|
| 1 active | 2 relaxed |
| 3 serious | 4 romantic |

9 Classify these words according to their stress pattern (1, 2, 3 or 4). Then listen, check your answers and repeat the words.

computer, guitar, gymnastics, helpful, history,
holiday, piano, police, practical, sixteen, sixty,
Wednesday

3 Around Town

In this module you ...

- read a website, a tourist brochure and notes
- listen to dialogues and a recorded phone message
- talk about places and going out; practise asking for tourist information
- write a note inviting a friend out
- learn about *there is* and *there are*

Warm-up

pages 13-15

- 1 Listen to the Key Words. Which are similar in your language?

KEY WORDS: Places (1)

bank, café, church, cinema, museum, newsagent's, park, post office, railway station, restaurant, school, shopping centre, sports centre, theatre

Look at the photos. Where are the people?

- 2 Listen to four dialogues. Where are the people?
- 3 Work in pairs. Tell your partner about the places you go to.

Example

I often go to the cinema with my friends on Saturdays.

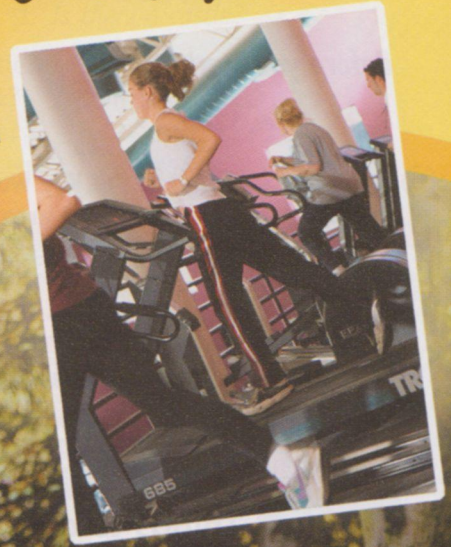
Prepositions page 25

- 4 Look at the picture. Complete the sentences with *next to* or *opposite*.

- 1 The church is _____ the railway station.
- 2 The supermarket is _____ the church.
- 3 The newsagent's is _____ the bank.
- 4 The cinema is _____ the railway station.



A



B



C





7 Edinburgh

Before you start

pages 13-15

- 1** Listen and repeat the Key Words. Which of the places have you got in your area?

KEY WORDS: Places (2)

art gallery, castle, clothes shop, club,
department store, old building, palace, ski resort,
ski slope, sports centre, swimming pool

- 2** Read the web page about Edinburgh. Are these sentences true (T) or false (F)?

- 1 ☐ Holyroodhouse is a royal palace.
- 2 ☐ The Royal Museum is a science museum.
- 3 ☐ George Street is a good place to buy clothes.
- 4 ☐ Celtic and Rangers are from Edinburgh.
- 5 ☐ You can ski in Edinburgh.
- 6 ☐ Edinburgh has got good nightlife.

Address: www.edinburgh.co.uk

Things to do in Edinburgh - we answer your questions ...



What old buildings are there?

Edinburgh Castle and Holyroodhouse Palace are very famous. The palace is closed when the Queen comes to Edinburgh.

Is there a good art gallery in Edinburgh?

Yes, there is. The National Gallery of Scotland has got paintings by El Greco, Titian, Botticelli, Van Dyck, Monet and Cezanne. There is also the National Gallery of Modern Art.

Is there a science museum?

No, there isn't. But there is an interesting 'Science Zone' in the Royal Museum.

Are there good shops in Edinburgh?

Yes, there are. There are excellent clothes shops in Princes Street and George Street. Jenners is a famous department store. There are souvenir shops in The Royal Mile. There are also two big shopping centres.

How many football teams are there?

There are two football teams, Hearts and Hibs, but there aren't any world-famous teams. The two famous teams, Celtic and Rangers, are from Glasgow.

Are there places to swim or ski?

There are sport centres with good swimming pools. There isn't a ski resort near the city but there is an artificial ski slope!

What is the nightlife like?

Fantastic! Visit *Rocking Horse* or *Liquid Room* for brilliant music and dancing. And there is the famous 'Edinburgh Festival', the cultural event of the year. In August, Edinburgh is one big party with great music, theatre and films!

Presentation

3 Read the web page again and complete the table with these words:

is ('s), are ('re), isn't, aren't

THERE IS/THERE ARE

Affirmative

There ¹ _____ an interesting 'Science Zone' in the Royal Museum.
There ² _____ excellent clothes shops in Princes Street.

Negative

There ³ _____ a ski resort near the city.
There ⁴ _____ any world-famous teams.

Questions

⁵ _____ there a good art gallery?
⁶ _____ there a science museum?
⁷ _____ there good shops in Edinburgh?
⁸ _____ there world-famous football teams?

Short Answers

Yes, there ¹⁰ _____.
No, there ¹¹ _____.
Yes, there ¹² _____.
No, there ¹³ _____.
What old buildings ⁹ _____ there?

How do you say the sentences (1–9) in the table in your language?

⇒ Grammar Summary 2, page 141

4 Pronunciation Listen to six sentences. Write them in your notebook. How many words are there in each sentence? Contractions count as two words.

Example

1 There's a small church. = five words

Listen again and repeat the sentences.

Practice

5 Complete the letter with *is*, *isn't*, *are*, *aren't*.

Dear Ewa,

My name is Kelly and I'm your new penfriend. I live in Sutton. It's a very small village. There ¹ _____ one shop and there ² _____ five streets! There ³ _____ a post office opposite our house. My mum works there. My dad goes to work in Leeds. There ⁴ _____ offices and factories here in Sutton.

What are your interests? I love dancing. At weekends I go into Leeds because there ⁵ _____ a disco in our village.

⁶ _____ there discos in your area? ⁷ _____ there a lot to do?

Write back soon,

Kelly

6 Use the cues to write questions about the centre of Edinburgh.

Example 1 *Is there a castle?*

- | | |
|-------------|---------------------|
| 1 a castle? | 5 restaurants? |
| 2 a park? | 6 car parks? |
| 3 hotels? | 7 a petrol station? |
| 4 a museum? | 8 a train station |



Work in pairs. Use the map to answer the questions with short answers.

Example

1 *Is there a castle? Yes, there is.*

7 Work in pairs. Take turns to find out about your partner's area. Answer in short sentences.

Example

- A *Is there a school?*
B *Yes, there is.*
A *How many shops are there?*
B *There are two or three.*

8 Personalisation Imagine the house of your dreams. Write sentences about the things *there are* and the things *there aren't* in your house.

Example

There are five rooms, a sauna and a swimming-pool. There isn't a television.



8 London

Before you start

1 Match these times with the Key Words.

9 p.m., 4 p.m., 6 p.m., 6 a.m., 12.55, 10.15,
5.40, 4.30, 2.45, 9.10, 9.35, 6.20

KEY WORDS: Times

- six o'clock in the morning, four o'clock in the afternoon, six o'clock in the evening, nine o'clock at night
- quarter past ten, half past four, ten past nine, twenty past six,
- twenty to six, quarter to three, five to one, twenty-five to ten

Listen and repeat the times.

Prepositions A-Z

2 Look at the prepositions in these sentences.

The museum opens **at** ten o'clock **in** the morning. It closes **at** half past six **in** the evening. **On** Fridays, it closes **at** ten o'clock **at** night. **At** the weekend, it is closed. **On** Mondays, it is open **from** ten **in** the morning **until** six **in** the afternoon.

3 Complete the sentences with the correct prepositions.

at, on, in, from, until

- 1 It closes _____ six o'clock _____ the evening.
It is closed _____ the weekend.
- 2 It closes _____ ten o'clock _____ night _____ Fridays and Saturdays.
- 3 It is closed _____ the afternoons and _____ the weekend.
- 4 It opens _____ half past two _____ the afternoon _____ Sundays.
- 5 It is open _____ eleven o'clock _____ the morning _____ eight o'clock _____ night _____ Sundays.

Reading

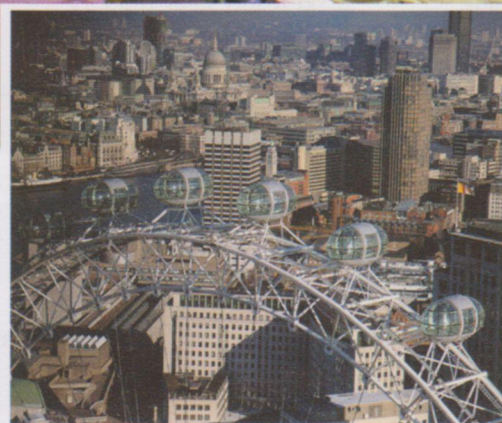
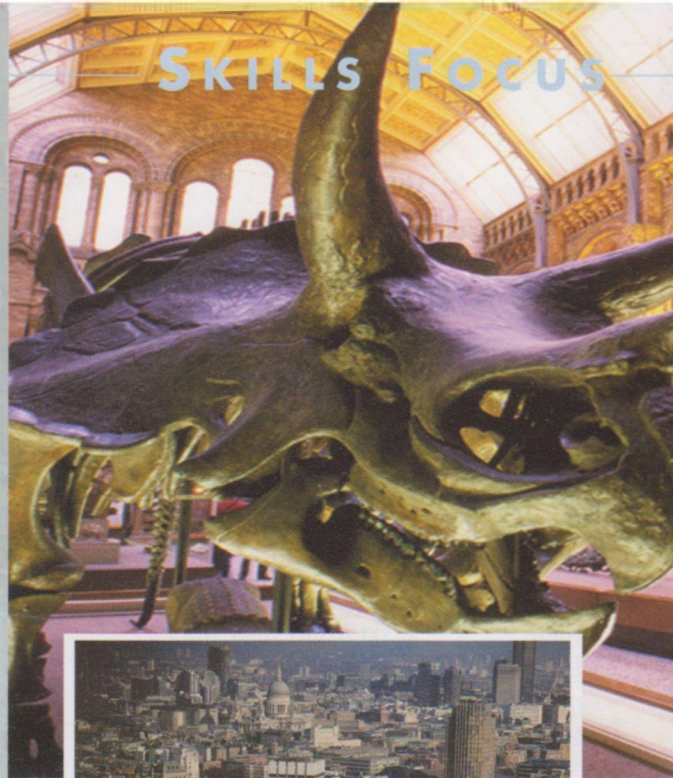
4 Read the brochure about London. What are the places in Exercise 3?

Example 1 Clink Prison

5 What are the places in the photos? Tell the class about three places in the brochure you would like to visit.

6 These people are in London. Find places for them to visit.

- 1 Billy loves animals and nature.
- 2 Hannah is interested in famous people.
- 3 Martin likes acting.
- 4 Laura is interested in Ancient Egypt.
- 5 Joanna likes paintings but she doesn't like modern art.



The British Museum

One of the great museums in the world. There are famous exhibitions from ancient Egypt, Rome, Greece and other parts of the world.

Open: 10 a.m. – 5 p.m. (Monday–Saturday) and 2.30 p.m. – 6 p.m. (Sunday).

Great Russell Street (Tube: Holborn).

Free entrance.

Clink Prison

In this old London Prison you can experience prison life. You can also have your birthday party here!

Open: 10 a.m. – 6 p.m. (Monday–Friday).

1 Clink St (Tube: London Bridge).

Adults: £3.50; children: £2.50.

The London Eye

Take a bird's-eye view of the capital on this amazing big wheel. Spectacular views at night!

Open: 9.30 a.m. – 8.00 p.m. (in September until 9.00 p.m. on Fridays, Saturdays and Sundays; in July and August until 10 p.m. daily).

South Bank of the River Thames (Tube: Waterloo or Westminster). Adults: £11.50; students/over sixties £9.00; children £5.75; under fives free.

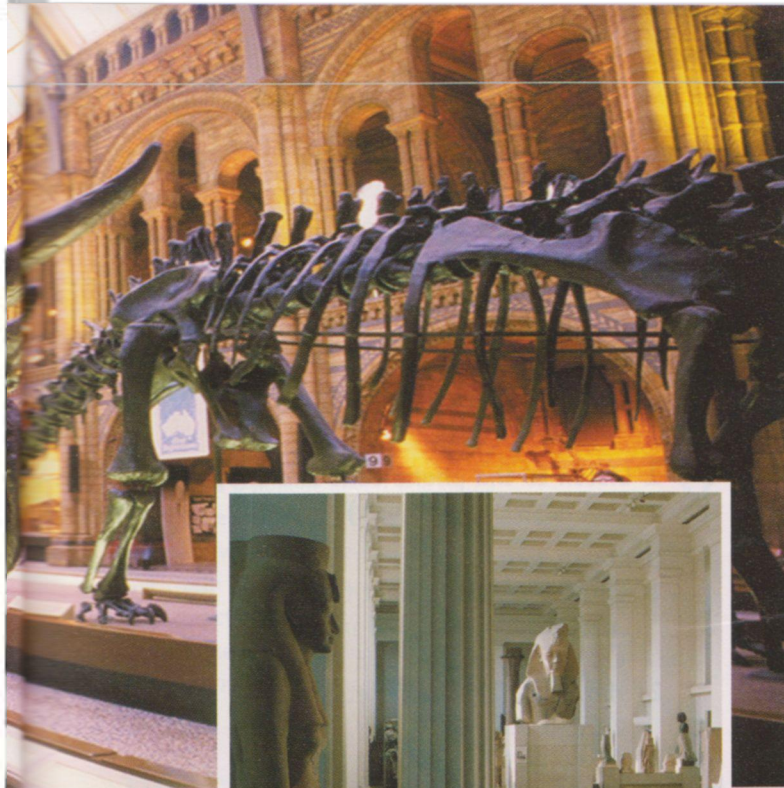
The Globe Theatre

Visit the replica of the old theatre. Learn about the life and plays of Shakespeare.

Open: 9 a.m. – 12 a.m. (Monday–Friday).

New Globe Walk (Tube: Southwark).

Adults: £7.50; children £4.50.



Madam Tussaud's

This wax museum has an incredible collection. There are famous people from history from Napoleon to Winston Churchill, and modern celebrities from the worlds of sport, pop and films.

Open: 10 a.m. – 5.30 p.m. (Monday–Saturday).

Marylebone Street (Tube: Baker Street).

Adults: £13.50; children: £10.00

The National Gallery

This has one of the really great collections of paintings in the world. Don't miss it!

Open: 10 a.m. – 6 p.m. (Monday–Saturday) and

2 p.m. – 6 p.m. (Sunday).

Trafalgar Square (Tube: Charing Cross). Free entrance.

The Science Museum

There are over 10,000 things to see in this fantastic museum. Take a virtual rocket ride around the solar system!

Open: 10 a.m. – 6 p.m. (Monday–Saturday) and

11 a.m. – 8 p.m. (Sunday).

Exhibition Road (Tube: South Kensington). Free entrance.

The Tate Modern

Do you like modern art? Yes? Then this is the place for you!

Open: 10 a.m. – 6 p.m. (Sunday–Thursday) and

10 a.m. – 10 p.m. (Friday–Saturday).

Bankside (Tube: Southwark). Free entrance.

The Natural History Museum

The museum is in a beautiful old building and has interactive exhibitions. See 'live' dinosaurs and learn about animal and plant life on our planet!

Open: 10 a.m. – 6 p.m. (Monday–Saturday) and

12 a.m. – 6 p.m. (Sunday).

Cromwell Road (Tube: South Kensington). Free entrance.

Listening

7 Listen to the recorded phone messages about three places in London. Use the brochure to find five mistakes.

8 Complete the Function File with the words and expressions below.

how, good morning, great day out, interested in, open, please, thanks very much, tickets

FUNCTION FILE

Tourist Information

Tourist 1 _____. I'd like information about museums in London, 2 _____.

Guide There are three hundred museums in London, you know! What do you want to see?

Tourist Well, I'm 3 _____ science.

Guide OK, you can go to the Science Museum. That's a 4 _____. There are really interesting things to see.

Tourist Right. And when is it 5 _____?

Guide From ten in the morning until six in the evening. On Sundays, it opens at eleven and closes at eight.

Tourist How much are the 6 _____?

Guide Entrance is free!

Tourist That's great! And 7 _____ do I get there?

Guide Well, you can get a bus or the tube. The tube station for the museum is South Kensington.

Tourist Where can I get a map? I don't want to get lost.

Guide Here you are.

Tourist 8 _____.

Guide Not at all!

Now listen and check your answers.

Vocabulary: get

9 Underline the phrases with the verb *get* in the Function File. How do you say them in your language?

Speaking

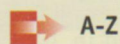
10 Work in pairs. Take turns to be a tourist and a guide in London. Use the brochure and the dialogue in the Function File to ask for and give information about places in London.



9 Communication Workshops

Writing

Before you start



A-Z

1 Linking Complete the notes with *and* and *but*.

Hi Lucy,
There's a good film on at the Odeon. It's an action film with Bruce Willis!
The film's on at 4 and 7 pm. Would you like to come ¹ _____
see it with me this Saturday? We can get the bus from your house.
Charlie

Hi Charlie,
Thanks for the invitation. I'd love to see a film – ² _____ I hate
Bruce Willis. Sorry! There's an exhibition on at the Science Museum
about computers. It sounds interesting ³ _____ it's free! We can go
after school – ⁴ _____ it closes early. Would you like to come? It's easy
to get there on the tube.
Lucy

2 Read the notes. Which one of these things do they *not* mention in each note?

- what's on • the place • the time
- the price • how to get there

A Short Note (1)

Write a note inviting a friend to go out. Follow the stages below and use Writing Help 3 on page 133.

Stage 1

Read the Strategies.

WRITING STRATEGIES: Thinking of ideas

- Before you start writing, decide what you want to write about.
- Use lists to help you think of ideas (see Exercise 2).

Stage 2

Decide where you want to go. Use the Strategies. Write the information for your invitation.

Stage 3

Write your note and check it.

Talkback

Work in pairs. Give your note to your partner. Explain why you can't or don't want to go. Suggest a different activity.

Speaking

Before you start

- 1 Listen to the phone calls and choose the correct answers (a, b or c).

Dialogue 1

- 1 Where does Claire want to go?
a a new pub b a new nightclub
c a new cinema
- 2 How much are the tickets?
a £5 b £6 c £7
- 3 Where is it?
a next to the old church
b opposite the old church
c next to the bank
- 4 What time do they agree to meet?
a 9 o'clock b 10 o'clock c 11 o'clock

Dialogue 2

- 5 What does Luke want to go to see?
a a play b a football match c a film
- 6 Why doesn't Sue go?
a she is lazy b she is busy c she is shy

- 2 Listen and read the expressions.

FUNCTION FILE

Invitations

Phoning Hi, Rob. It's Claire./Bye!/See you!

Inviting Would you like to go on Saturday?

Accepting Yeah, I'd love to. What time does it open? How much are the tickets?

Rejecting I'm sorry, I can't. Another time maybe?

A Roleplay

Invite people to go out. Follow the stages.

Stage 1

Decide where to invite your friend (e.g. the cinema, a party, a match). Think about the time, price and how to get there.

Stage 2

Work in groups. Take turns to invite people out. Use the expressions in the Function File. Accept or reject the invitations.

Stage 3

Act out your dialogues for the class.

4 Going Places

In this module you ...

- read a holiday advert and notes
- listen to people talking about outdoor activities and the weather
- talk about outdoor activities and the weather; practise asking to borrow something
- write a note asking to borrow something
- learn about possessive adjectives and pronouns

Warm-up

➡ pages 18-19 and 22

1 Look at the photos and read the captions. Which places would you like to go to?

2 Listen to the Key Words and mark the main stress. Listen again and repeat them.

Examples *backpacking, camping*

KEY WORDS

Things to do: (go) backpacking, camping, climbing, diving, sailing, sightseeing, skating, skiing, surfing, trekking, walking

Months: January, February, March, April, May, June, July, August, September, October, November, December

Seasons: spring, summer, autumn, winter

3 Listen to four people. Write the activities, months and seasons they mention.

Example

Tom/sightseeing in Turkey/December/winter

Now tell the class what you want to do.

➡ **Prepositions** A-Z

4 Look at the prepositions *in* and *on* in the photo captions. Complete these sentences with the correct preposition.

- 1 Our school holidays start _____ the twenty-third of July this year.
- 2 I want to go backpacking _____ the summer.
- 3 We always go skiing _____ the winter.
- 4 My dream is to go to the carnival in Rio de Janeiro _____ February.



The Alps in winter



Canada in October



Australia on the 25th of December



10 In the Countryside

Before you start



A-Z

- 1 Listen to the Key Words and match them with the things in the photo.

KEY WORDS

backpack, binoculars, fishing rod, guide book, helmet, walking boots, knife, maps, riding boots

- 2 Which objects in the photos do you need for these outdoor hobbies?

birdwatching, fishing, horse riding, walking

- 3 Your culture What outdoor hobbies are popular in your country? Which do you like doing?

- 4 Match the interview questions (1-8) and Marie's answers (a-h) below.

Example 1 → c

- 5 Now match these people with their hobbies.

Denise, Marie, Mike, Tony, Josh



- | | |
|-------------------------------|--|
| 1 What's your hobby, Marie? | a) Well, only the guide book. Those are my husband's binoculars. And these are my children's boots. |
| 2 When do you do it? | b) Tony. That's Tony's fishing rod. He's in a club. It's very popular. Do you know over three million people go fishing in Britain? Incredible, isn't it? |
| 3 Is all this your equipment? | c) Birdwatching. Do you know there are about 1,000 species of birds in Europe? |
| 4 Who goes fishing? | d) Their favourite place is Scotland. They stay at our friends' cottage in the mountains. Those are Josh's maps. He says it's important to have good maps! |
| 5 Whose is that backpack? | e) Josh? He's my daughter's boyfriend. |
| 6 Who's Josh? | f) At weekends. I go with my husband, Tony. My parents' house in the country has a fantastic garden for birds! Tony and I love it. |
| 7 Where do they go? | g) No, those are our son's riding boots and helmet. Mike is in a riding club. |
| 8 Does she go riding, too? | h) That's Denise's old backpack. She loves walking. She goes walking in the holidays with Josh. |

Presentation

6 Read the examples in the table and complete the rules below with 'singular' and 'plural'.

SINGULAR NOUN	PLURAL NOUN
my husband's binoculars	my children's boots
Tony's fishing rod	my parents' house
our son's riding boots	our friends' cottage

- We put an apostrophe (') at the end of _____ nouns ending in -s, e.g. *parents'*.
- We put an apostrophe + s ('s) at the end of all _____ nouns, e.g. *Tony's*.
- We put an apostrophe + s ('s) at the end of _____ nouns that don't end in -s, e.g. *children's*.

7 Complete the questions with *Who's* or *Whose*.

- '_____ Tony?' 'He's my husband.'
- '_____ helmet is this?' 'It's Tony's.'

8 Pronunciation Listen to the sounds at the end of the names.

Group 1: Mike – Mike's /s/

Group 2: Tony – Tony's /z/

Group 3: Josh – Josh's /ɪz/

Listen and put these names into the correct group according to the final sound.

Pat's, John's, Keith's, Anna's, Chris's, Sue's, Gary's, James's, Kate's, Andy's

⇒ **Grammar Summary 3, page 141**

Practice

9 Underline the correct words.

- (Alan's/Alan) car is new and all his (friends/friends') love it.
- These are my (dogs/dogs') and the black one is (Peter/Peter's).
- We always stay at my (friend's/friends') house when they are away.
- I like (Dave's/Dave) garden, it's so big, not like my (parents'/parents).
- I often take my (neighbour's/neighbours') dog for a walk when she asks me.

10 Put in apostrophes where necessary.

- Annas budgies stay with her friends when she is on holiday.
- These T-shirts are Johns and this T-shirt is his sisters.
- My English teachers husband works with my parents.
- The Browns like my parents garden and trees.
- Jamess computer is very fast.
- Kates house is big but the childrens room is quite small.

11 Complete the questions with *Who's* or *Whose*.

- _____ that girl with the blond hair?
- _____ hiking boots are these?
- _____ your class teacher?
- _____ Mark's new girlfriend?
- _____ book is this?
- _____ birthday is it today?

12 Personalisation Work in groups. Each student secretly puts two objects into a bag. Then put the objects on the table and guess whose they are.

Example

A *Whose is it?*

B *Is it Kate's?*

A *No, it isn't.*

B *Is it Rosa's?*

A *Yes, it is.*

13 Work in pairs. Student A looks at page 125 and Student B looks at page 140. Take turns to ask and answer questions to complete the information in your table.

Example

B *What is Karlsen's first name?*

A *Karlsen's first name is Michael. And what is Michael's hobby?*



11 Llama Trekking

Before you start

page 23 and A-Z

1 Read the Key Words and find them in the Mini-dictionary.

KEY WORDS: Weather

changeable, cloudy, cold, dry, hot, icy, rainy, snowy, sunny, warm, wet, windy

2 Listen to the Key Words and say sentences about the weather in your area in each season.

Example

In the spring, it is usually warm, but it is often cloudy and rainy.

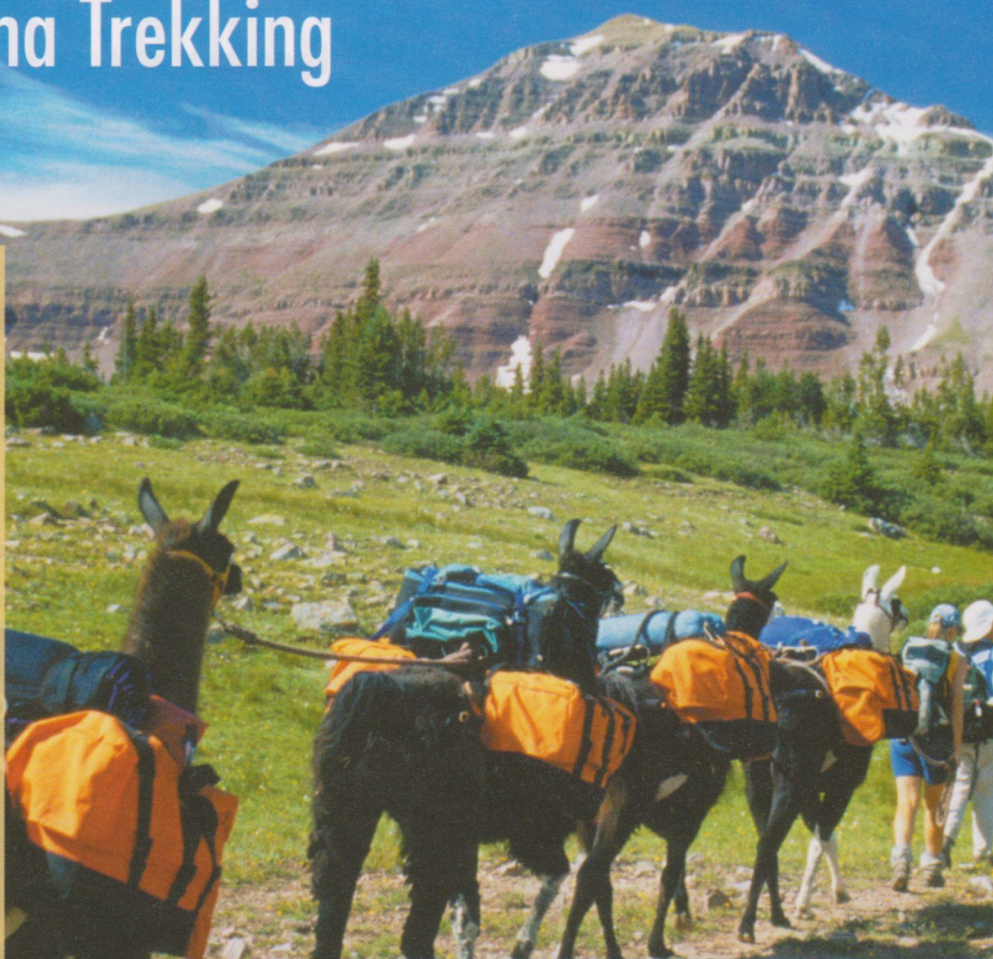
Reading

2 Look at the photo. Use the Key Words to guess the weather in New Mexico. Then read the final section of the brochure and check your answers.

3 Read the complete brochure and answer these questions. Choose the correct answer – a, b or c.

- What are llamas like? a lazy b small c friendly
- What do the llamas carry?
a people b things c people and things
- Which things do the guides *not* do? a cook for trekkers
b carry trekkers' things c teach trekkers about nature
- How many different species of animals and plants can you see in New Mexico?
a hundreds b thousands c millions
- Where is the weather cold in New Mexico in winter?
a in the desert b in the mountains c in the forests

4 Would you like to go trekking in New Mexico? Why or why not? Tell the class.



Go To: www.wildearthtrek.com

Wild Earth Llama Adventures

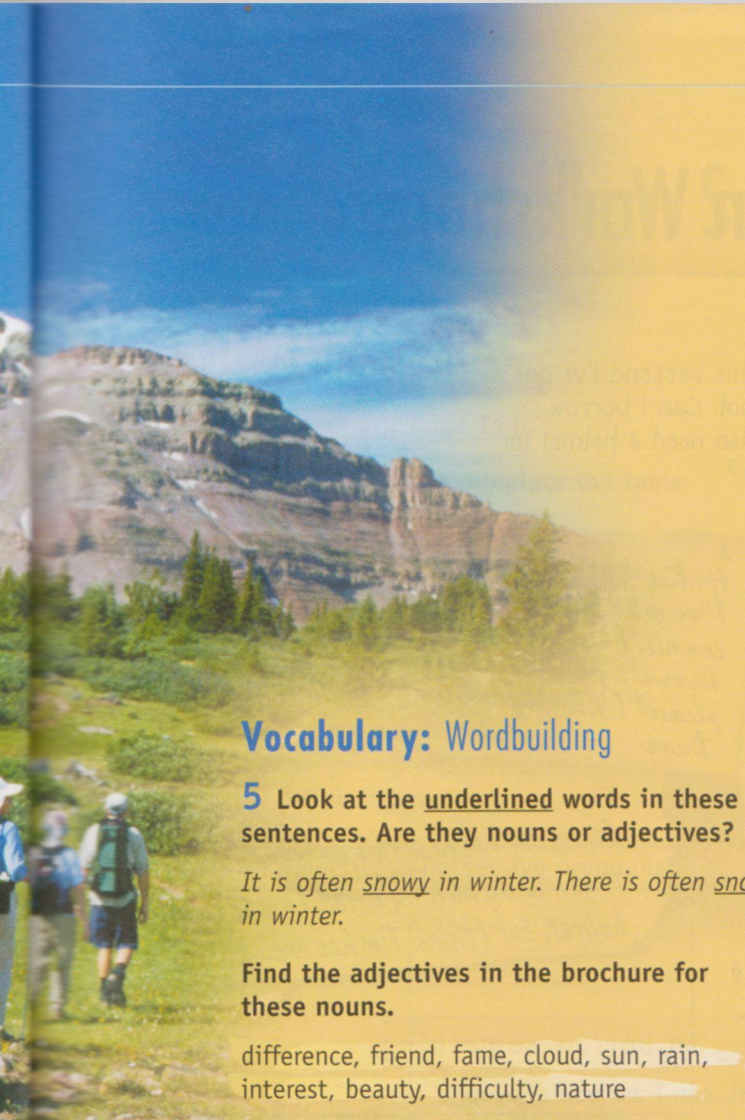
Come llama trekking in the beautiful state of New Mexico!

Why llamas?

Llamas are friendly animals. They come from the Andes in South America and are good at walking in mountains. Trekking with llamas is different from trekking with horses – you don't ride the llamas but they carry your things.

Where do we go?

New Mexico is a very big state in the USA with very different natural environments. We organise treks in the Sangre de Cristo Mountains, Carson Forest, the canyon of the Rio Grande and the desert areas of the south.



Vocabulary: Wordbuilding

5 Look at the underlined words in these sentences. Are they nouns or adjectives?

It is often snowy in winter. There is often snow in winter.

Find the adjectives in the brochure for these nouns.

difference, friend, fame, cloud, sun, rain, interest, beauty, difficulty, nature

Wild Trek

What's Related

What are our treks like?
Our guides can teach you about the plants, birds and animals of the area. We organise a variety of treks from easy to difficult. And remember, it is different from normal backpacking because you don't carry anything. Our guides are also good at cooking, so you eat gourmet lunches and dinners!

What can you see?
The mountains, forests and deserts of New Mexico have interesting plants and animals. You can see hundreds of different species, including the famous bald eagle, the symbol of the United States!

What is the weather like?
New Mexico is a very big state. In the south, it is usually dry and warm and it is hot in the summer. In the mountains in the north, it is warm in the summer, but it is often snowy and cold in the winter. It is not often rainy or cloudy. New Mexico is famous for being sunny!

Listening

6 Listen to a man talking about the weather in the mountains of New Mexico. Complete the first part of the table.

Season	New Mexico	London	Cape Town
winter	<i>very cold ...</i>		
spring			
summer			
autumn			

7 Listen again and complete the Function File with the words below.

changeable, degrees, like, rainy, snow, sunny, weather, zero, the temperature

FUNCTION FILE

Describing the Weather

Woman What's the weather ¹ _____ in winter where you live?

Man It's very cold in the mountains. It's often below ² _____. Sometimes the temperature gets to minus twenty-five ³ _____ Celsius.

Woman Minus twenty-five? Wow! That's really cold!

Man Yeah. And we sometimes get two metres of ⁴ _____.

Woman Really, two metres? And what's the ⁵ _____ like in spring?

Man In spring? Well, it's ⁶ _____. There are sunny days but it's sometimes rainy and cloudy.

Woman I see. And in the summer?

Man Well, it's usually very ⁷ _____ and hot.

Woman What's ⁸ _____?

Man Twenty-five degrees. That's hot for us!

Woman Yes, twenty-five is hot for Britain, too! And what's it like in the autumn?

Man A bit of everything, really. Sometimes it's sunny and sometimes ⁹ _____. And it starts to snow in November.

Speaking

8 Work in pairs. Student A turns to page 125 and Student B to page 140. Take turns to ask and answer questions and complete the table in Exercise 6 for London or Cape Town. Use the expressions in the Function File.

Example

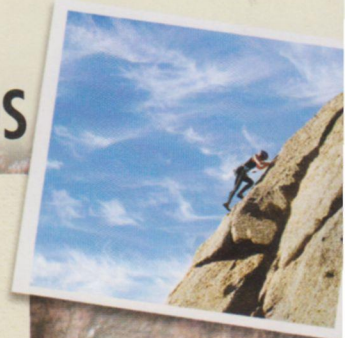
A What's the weather like in ...

B It is ...

A What's the temperature?



12 Communication Workshops



Writing

Before you start



A-Z

1 Read the notes (1–2) and match them with the replies (A–B).

2 Linking Find the sentence with *also* in Debbie's note. Write sentences using the words below.

Example

ruler/pen (need)

I need a ruler.

I also need a pen.

- swimming/diving (like)
- camera/calculator (have got)
- go camping/go skiing (want to)

A Short Note (2)

Write a note asking to borrow something. Follow the stages below and use Writing Help 4 on page 133.

Stage 1

Think of ideas.

- What activity do you want to do, e.g. walking, surfing?
- What things do you need, e.g. a map/ a surfboard?
- Why do you need these things, e.g. a trek/ a surfing trip?
- When do you need them, e.g. this weekend, tomorrow?

Stage 2

Write your note and check it.

Talkback

Work in pairs. Read and reply to your partner's note.

Speaking

Before you start

- Pronunciation** Listen and repeat the expressions in the Function File. Try to copy the intonation.

1

Hi Ken,

Can I ask you a favour? This weekend I've got a camping trip with the school. Can I borrow your backpack, please? I also need a helmet for climbing. Have you got one?

Debbie

2

Hi Karen,

I've got a favour to ask you. I want to learn tennis. This weekend I've got a tennis class but I haven't got a racket. Could I borrow your racket, please? I also need a tennis bag.

Dave

A

Yes, of course you can. Come round to my house at six o'clock this evening.

K

B

Sorry, but I need it this weekend - I want to go walking with my sister. I haven't got a helmet, but I think Tim has one. K.

FUNCTION FILE

Asking to borrow something

Boy Hi, can I ask you a favour?

Girl Sure, what is it?

Boy Well, I've got a sightseeing trip this weekend. Can I borrow your camera, please?

Girl Yes, of course. Come round to my house about six o'clock.

Boy Right, thanks a lot!

OR ...

Girl Sorry, I want to take photos at my sister's party this weekend.

Boy OK. Thanks anyway.

A Roleplay

Ask to borrow something. Follow the stages below.

Stage 1

Read the Strategies. Use them to prepare for the roleplay.

SPEAKING STRATEGIES: Doing roleplays

- Think of ideas before you start, e.g. what things do you want to borrow and why.
- Practise saying useful expressions from the Function File.

Stage 2

Work in pairs. Ask to borrow something from your partner. Reply to your partner's request.

Talkback

Tell the class what you need.

Language Problem Solving 1

Possessive Pronouns

⇒ Grammar Summary, page 141

1 Read the dialogue. Then complete the table with possessive pronouns.

Sister Is this French dictionary **yours**, Mike?

Brother No, it's not **mine**. It's Mum's.

Sister Are these notebooks **hers**, too?

Brother They are **ours**! No, sorry, this one is Dad's and this big one is **his**, too. And the guide book is our parents', too.

Sister Are these pens **theirs**? Oh dear, how can I find my pen in this mess?

Possessive adjectives	Possessive pronouns
my	_____
your	_____
his	_____
her	_____
our	_____
their	_____

2 Read the examples and underline the correct word to complete the rules.

I learn French with my mum.

The notebooks are mine.

Our parents are untidy.

The pens are not ours.

We use possessive adjectives (*my, your, etc.*) with a noun/without a noun.
We use possessive pronouns (*mine, yours, etc.*) with a noun/without a noun.

3 Complete the sentences with possessive adjectives and pronouns.

- 1 This stereo is Chris's. The CDs are _____, too.
- 2 We are going on holiday with _____ friends, Jane and Tom, and _____ baby.
- 3 My mum collects hats – these two are _____ but the black hat is _____ aunt's.
- 4 Susan hasn't got a bike – this bike isn't _____, it's _____ sister's.
- 5 This book is _____, I bought it last week.
- 6 Our neighbours travel a lot – these backpacks are _____.

Articles: a/an/the

1 Read the examples. Then underline the correct words to complete the rule.

a book a desk a pen
an actor an orange an elephant

We use *a* in front of a vowel/consonant and we use *an* in front of a vowel/consonant.

2 Complete the gaps with *a* or *an*.

- 1 My father works in _____ bank and my mother works in _____ office.
- 2 For my projects, I use _____ dictionary and _____ encyclopedia.
- 3 Can I have _____ apple and _____ banana, please?
- 4 We live in _____ old flat in _____ big town.

3 Read the sentences 1–4. Which sentences are about:

- a one of many people/things?
- a specific person/thing?

- 1 In a library
'Can I have an English dictionary, please?'
- 2 At home
'Mum, where's the English dictionary? I need it.'
- 3 At a pet shop
'Mum, can we get a dog? I want a dog.'
- 4 At home
'Peter, the dog is hungry. His dinner is in the kitchen.'

4 Complete the gaps with *a/an* or *the*.

- 1 We always have breakfast in _____ kitchen at home.
- 2 They have _____ new house and _____ old car.
- 3 I love history – _____ teacher always tells interesting stories.
- 4 Rock City is _____ small town – _____ airport is only open on Tuesdays and Fridays.
- 5 This is my favourite classroom – _____ walls are green.

it's and its

Be careful. Note the use of the apostrophe.

It's a sunny day. (= it is)
It's got three bedrooms. (= it has)
The dog wants **its** dinner. (= possessive adjective)

Add the apostrophes where necessary.

- 1 Its a great building.
- 2 Its windows are beautiful.
- 3 Its got amazing wooden doors.
- 4 There are statues on its roof.

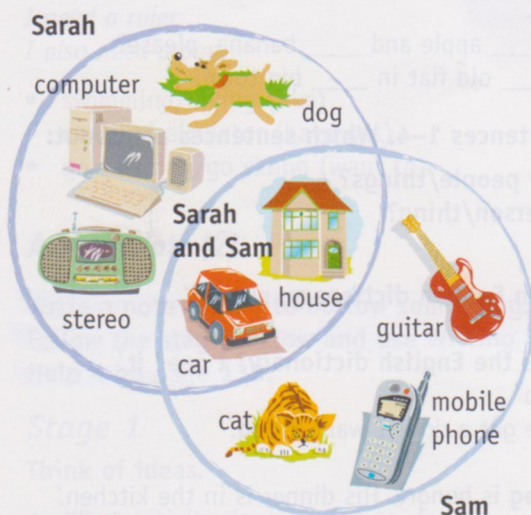
Review 3 and 4

Grammar

1 Complete the dialogue with the correct form of the verb *to be*.

- A Excuse me. ¹ _____ there a bank near here?
 B Yes, there ² _____.
 A And ³ _____ there souvenir shops in the city centre?
 B Yes, there ⁴ _____ good shops in the city centre.
 A Thanks.

2 Look at the diagram. Then complete the sentences with possessive pronouns.



Example

Sam: 'The guitar is mine.'

- 1 Sarah: 'The dog is _____.'
 2 Sam: 'The computer is _____.'
 3 Sarah and Sam: 'The car is _____.'
 4 Sarah: 'The mobile phone is _____.'
 5 Their friend: 'The house is _____.'
 6 Sam to Sarah: 'The stereo is _____.'

3 Use the cues to write sentences using names and apostrophes.

Examples

That is Tim's new computer.
 Those are my parents' photos.

- 1 new computer/Tim
 2 photos/my parents
 3 CD player/Carol
 4 video/my uncle
 5 cassettes/my friends
 6 books/Henry

Vocabulary

4 Choose the correct preposition in each sentence.

- 1 The post office is next *for/of/to* the station.
 2 We go to the beach *at/in/on* the summer.
 3 It's my birthday *at/in/on* Friday.
 4 I stay with my grandparents *at/in/on* the school holidays.
 5 There is a festival *at/in/on* August.
 6 The church is *on/next/opposite* the station.

5 Write the adjectives for the nouns below. Then write a sentence with each adjective.

beauty, difference, fame, sun, friend, wind

Example

beauty/beautiful → Prague is a beautiful city.

6 What is the weather like where you live? Write five sentences using the expressions below.

in spring, in summer, in autumn, in winter, today

Example

In spring, the weather is changeable. It is often rainy and cloudy.

Pronunciation

7 Listen to the two sounds for 'th'.

Group 1: think /θ/

Group 2: they /ð/

Now listen and put these words into the correct group.

there, theatre, thank, the, weather, these, thirty,
 Thursday, three, their, north

Listen again and repeat the words.

8 Listen and repeat the numbers.

first, second, third, fourth, fifth, etc. ...

Now listen and repeat these dates.

Example

the twenty-fifth of December

25th December, 4th February,
 12th March, 3rd May, 6th June,
 8th August, 13th October,
 31st January

5 History

In this module you ...

- **talk about** people from history; **practise** asking classroom questions
- **listen to** opinions about history and a history lesson
- **read about** famous people
- **write** a short biography
- **learn about** the Past Simple

Warm-up



A-Z

- 1 Listen to the Key Words and put them in the order you hear them. Listen again and repeat the words.

KEY WORDS

century, discovery, event, exploration, invention, revolution, terrorist attack, war

- 2 Match the pictures (A–D) with four of the events (1–9) below .

- 1 the Berlin Wall comes down
- 2 the discovery of the solar system
- 3 the Renaissance in Italy
- 4 Apollo 11 lands on the Moon
- 5 World War II
- 6 the discovery of Central and South America
- 7 terrorist attacks on New York
- 8 the French Revolution begins
- 9 the invention of the computer microchip

- 3 Match the events (1–9) in Exercise 2 with the dates (a–i).

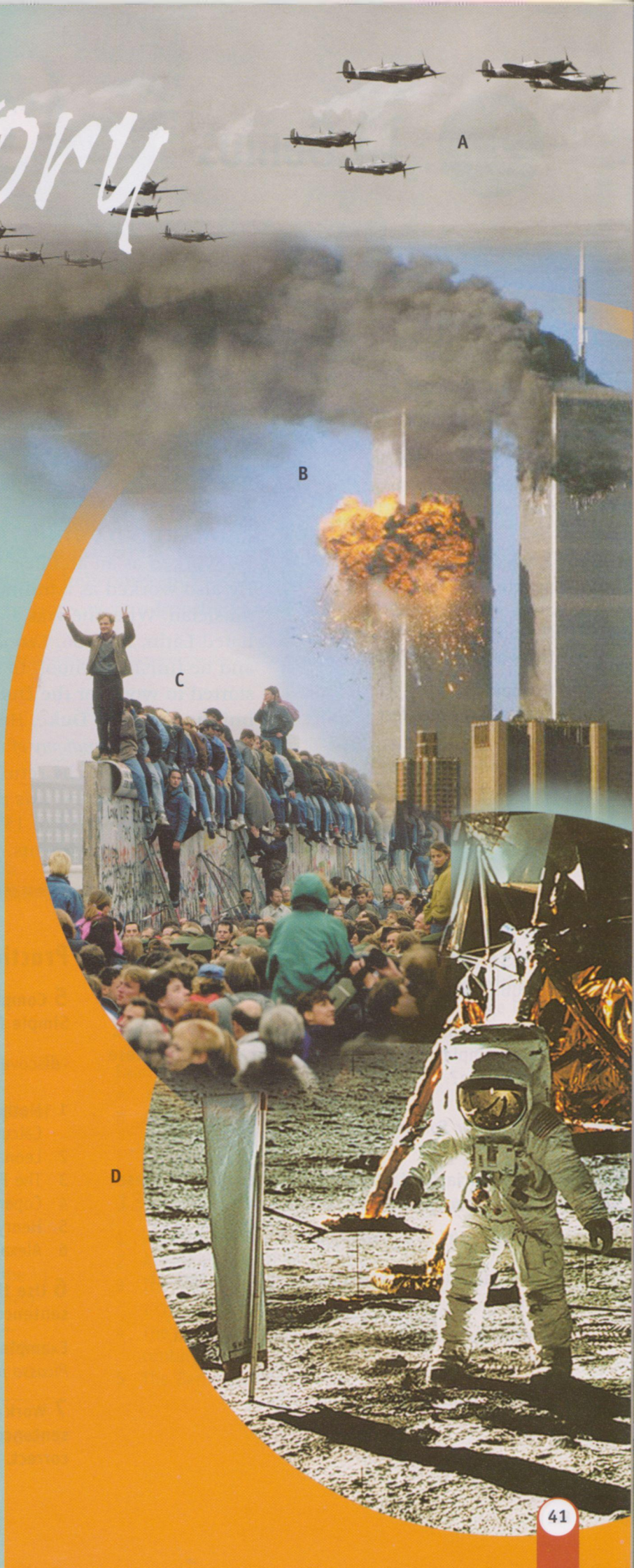
- | | |
|-------------------------|-----------|
| a 1492 | f 1789 |
| b the fifteenth century | g 1939–45 |
| c 11 September, 2001 | h 1969 |
| d 1543 | i 1989 |
| e 1958 | |

- 4 Listen and check your answers.

- 4 Work in pairs. Choose three important events in history. Tell the class.

Example

We think three important events are: the invention of the car, the discovery of America, and the invention of the atomic bomb in 1945.





13 Genius

Before you start



A-Z

- 1 Listen to the Key Words. Which subjects are you interested in?

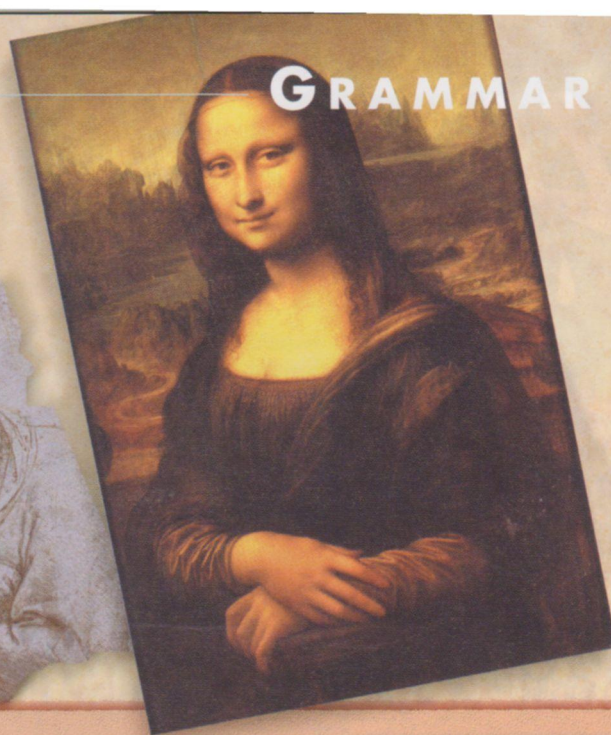
KEY WORDS

architecture, art, biology, engineering, mathematics, music, science

- 2 What do we call the people who work in the areas in Exercise 1? Read the text quickly and find the words for the jobs.

Example

architecture - architect



LEONARDO DA VINCI (1452–1519) was an incredible man. He worked as an architect, artist, mathematician and scientist. He also worked as a military engineer and was a good musician. When he was a child, Leonardo liked school but he hated Latin. In 1466, Leonardo's family moved to Florence and he finished school. In 1482, he moved to Milan and started to work for the Duke of Milan. He designed many buildings for the Duke. He also studied mathematics. His drawing of the *Anatomy of a Man* showed him to be a great biologist. In 1502, he returned to Florence and painted the *Mona Lisa*. He carried this painting with him when he travelled. From 1514 to 1516, he lived in Rome and continued his scientific experiments. He died in France in 1519.

Presentation 1: Past Simple Affirmative (regular verbs)

- 3 Find regular verbs in the Past Simple in the text. Two examples are underlined. What ending do these verbs have?

⇒ Grammar Summary 4, page 142

- 4 Pronunciation Listen to the -ed endings of these three verbs.

1 worked /t/ 2 hated /ɪd/ 3 moved /d/

- Listen and put the verbs below into the correct group.

started, returned, finished, lived, studied, liked, painted, died

- Listen again and repeat the verbs.

Practice

- 5 Complete the sentences with the Past Simple form of the verbs below.

discover, help, invent, marry, paint, start

- Mother Teresa _____ poor people in Calcutta.
- Leonardo da Vinci _____ the *Mona Lisa*.
- The French Revolution _____ in 1789.
- Copernicus _____ the solar system.
- Henry VIII of England _____ six times.
- Alexander Bell _____ the telephone.

- 6 Use the verbs in Exercise 5 to write new sentences about history.

Example

Picasso painted 'Guernica'.

- 7 Work in groups. Take turns to say your sentences. Check if the information is correct.

Presentation 2: Past Simple Affirmative (irregular verbs)

8 Read the text. Which facts from Leonardo da Vinci's life surprise you?

DID YOU KNOW?

Leonardo da Vinci wrote from right to left – you needed a mirror to read his handwriting.

He was a genius – he could write one sentence with his right hand and a different sentence with his left hand.

He invented scissors.

He drew architect's plans but never built a building.

He lost most of the paintings and drawings he did in Milan.

He had many talents. He made models and in his notebooks there were plans for a tank, a helicopter and a submarine.

His scientific observations were a hundred years before his time.

9 Find the Past Simple forms of these irregular verbs in the text.

write, make, have, build, lose, do, draw

What are the two Past Simple forms of the verb *to be*? Complete the table

I/he/she/it	
you/we/they	

 Irregular Verbs list

Practice

10 Complete the text with the Past Simple of the verbs in brackets.

Marie Curie ¹ _____ (be) a physicist and a chemist. She ² _____ (begin) her studies in Poland but in 1891 she ³ _____ (leave) for France. She ⁴ _____ (study) there and later ⁵ _____ (work) as a scientist at the Sorbonne in Paris. She ⁶ _____ (meet) and ⁷ _____ (marry) a French scientist, Pierre Curie. They ⁸ _____ (have) two children, Irene and Ewa. Maria and Pierre ⁹ _____ (discover) two radioactive elements, radium and polonium. Pierre ¹⁰ _____ (die) in 1906 in an accident in Paris. Maria ¹¹ _____ (get) two Nobel Prizes, in 1903 and in 1911. She ¹² _____ (die) in 1934.

11 **Personalisation** Write five sentences about things you did last week. Use Past Simple forms of the verbs below.

be, buy, do, give, go, have, make, meet, read, run, see, sing, take, write

Example

I went to the cinema.

12 Work in pairs. Take turns to say verbs in the infinitive. Your partner makes a true sentence with the verb in the Past Simple.

Example

A *meet*

B *My parents met on a train.*

 Prepositions A-Z

13 Complete the sentences with *in*, *from* or *to*.

- World War II was _____ 1939 _____ 1945.
- Apollo 11 landed on the Moon _____ 1969.
- The American War of Independence was _____ 1775 _____ 1783.
- The Renaissance in Italy was _____ the 15th century.
- The Berlin Wall came down _____ 1989.



14 Two Leaders

Before you start

1 Your Culture

Who are the great leaders in your country's history? Discuss your ideas in class.

Reading

2 Look at the pictures and read about Mary Queen of Scots and Elizabeth I of England. Which of them was a great leader? Which of them had a difficult romantic life?

Queen Elizabeth I of England and Mary Queen of Scots both had red hair and spoke five languages. They were cousins and female leaders in a male world. But the lives of these two women were very different.

Elizabeth's early years were hard. When she was born in 1533, her father, Henry VIII, was angry because his new child was a daughter – he wanted a son. So he executed Elizabeth's mother and married again. In 1553, Elizabeth's Catholic half-sister, Mary Tudor, became queen. She put Elizabeth in prison because she was a Protestant.

When Mary died in 1558, Elizabeth became Queen of England. People wanted her to marry and have children. She was secretly in love with a man called Robert Dudley but she never became his wife and she never married. She was an intelligent woman and she led the country for over forty-five years. England became rich and strong. It was a very exciting period of discovery and a 'Golden Age' in English history for painting, music, architecture and literature. Shakespeare wrote great plays in this period.

Mary Stuart became Queen of Scotland in 1542 when she was six days old. When she was a girl of five, Mary went to live in France. She married the King of France's son, Francis, when she was fifteen and became Queen of France the next year. When she was eighteen, Francis died and in 1561 Mary Stuart sailed back to Scotland.

Mary was not a successful leader. She married her cousin, Lord Darnley, and had a son, James, but Darnley was violent and jealous. He murdered Mary's Italian secretary Rizzio. After Darnley died, Mary fell in love with and married the Earl of Bothwell. Then the Protestant nobles of Scotland rebelled against Mary and put her in prison. Mary was a Catholic and they did not like her husbands.

In 1568, Mary escaped to England. She asked her cousin, Elizabeth, for help but Elizabeth put Mary in prison because she was dangerous for her. Some people wanted the Catholic Mary to be Queen of England. In 1587, Elizabeth ordered the execution of her cousin, Mary.



Elizabeth I
of England



Mary, Queen of Scots

3 Read the Strategies.

READING STRATEGIES: Words you don't know

- It isn't necessary to understand every word in a text.
- Is the word a noun, adjective or verb?
- Is it a positive or negative word?
- Try to guess the meaning from the sentences and words before and after it.
- Words similar in your language usually have a similar meaning in English.

4 Find these words in the text. Use the Strategies in Exercise 3 and guess the correct meaning.

Example

'hard' → This is an adjective. Perhaps it means 'difficult' or 'not easy'.

- 1 hard (line 4)
a active b poor c difficult
- 2 sailed (line 19)
a travelled by aeroplane b walked
c travelled by ship
- 3 murdered (line 22)
a helped b killed c put in prison
- 4 rebelled (line 24)
a ran b shouted c turned

Now check your answers in the Mini-dictionary.

5 Read the text again. Which of these things are true about Elizabeth (E), Mary Stuart (M) or both (B)?

Example 1 → B

- 1 ☐ Spoke five languages.
- 2 ☐ Had red hair.
- 3 ☐ Became queen as a child.
- 4 ☐ Had three husbands.
- 5 ☐ Was in prison.
- 6 ☐ Died violently.
- 7 ☐ Died at the age of seventy.
- 8 ☐ Had a son.

Which of the two women's lives would you like to find more about? Why?

QUOTE ... UNQUOTE

'I know I have the body of a weak and feeble woman but I have the heart and stomach of a king, and a King of England, too.'

Elizabeth I (1533–1603)

Vocabulary: Masculine/Feminine Words

6 Read the text quickly and find the feminine of these words.

boy, brother, father, husband, king, man, male, son

Match the masculine and feminine words below.

Mr, prince, businessman, niece, actor, waiter, uncle, Ms, aunt, grandmother, princess, waitress, grandfather, actress, businesswoman, nephew

Who are these people?

Example 1 → niece

- 1 'She's my brother's daughter.'
- 2 'She's the king's wife.'
- 3 'He's the queen's son.'
- 4 'She was Juliet in the play *Romeo and Juliet*.'
- 5 'He's my mother's father.'

Listening

7 Listen to a history lesson about Elizabeth I and her period. Complete these sentences.

- 1 In _____, Elizabeth's father secretly married her mother, Anne Boleyn.
- 2 Henry VIII executed Anne Boleyn, in _____.
- 3 Elizabeth studied ancient Greek and _____ and was good at languages.
- 4 She loved _____ and the theatre.
- 5 Elizabeth ruled from 1558 to _____.
- 6 Sir Francis Drake sailed around the _____.
- 7 Walter Raleigh introduced new things to Europe – tobacco, potatoes and _____.
- 8 Shakespeare wrote _____ of his plays in this period.

8 Listen again and complete the Function File.

FUNCTION FILE

Classroom questions

- 1 Can you _____ the date, please?
- 2 What does 'execute' _____?
- 3 Can you _____ that, please?
- 4 Can you _____ that, please?

Speaking

9 Work in pairs.

- Prepare three sentences about a famous person in history.
- Read your sentences to another pair.
- The others guess who it is.

Example

He was born in the USA. He went to prison many times. He fought for the rights of black people.

Answer: Martin Luther King



15 Communication Workshops

Writing

Before you start

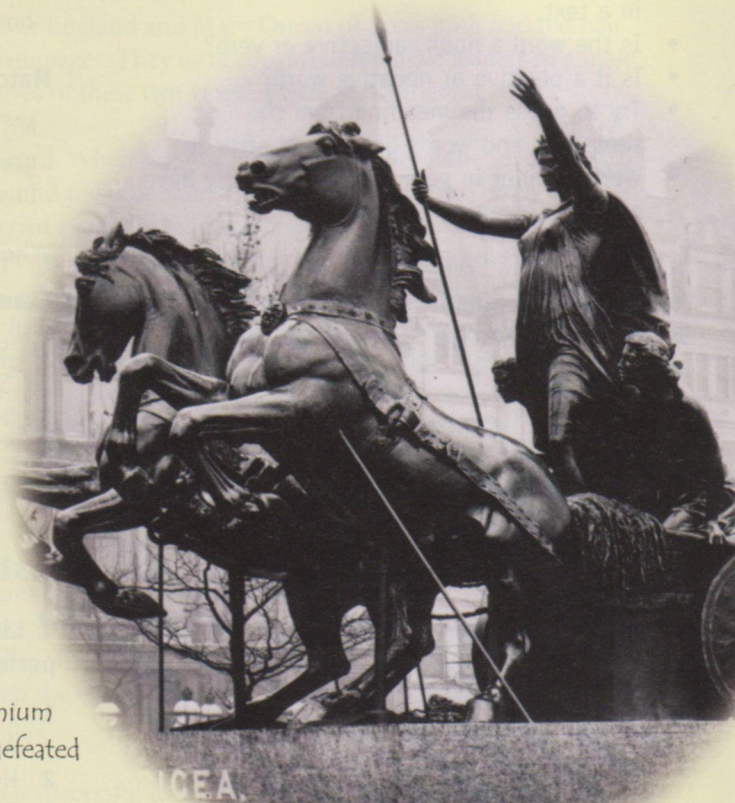


A-Z

1 Linking Complete the text with the words below.

from, in, when (x2), to, then (x2)

Boadicea was born in 30 AD in the Roman province of Britannia (Britain). ¹ _____ 48 AD, she married the King of the Iceni, a tribe in the east of the province. ² _____ 48 AD ³ _____ 60 AD, Boadicea lived happily and had two daughters. But ⁴ _____ her husband died, the Romans invaded the Iceni territory. Roman soldiers beat Boadicea and raped her two daughters. Boadicea was very angry. She organised an army and rebelled against the Romans. She defeated a Roman Legion and ⁵ _____ attacked Londinium, the capital of Britannia. Her army burnt the city and killed 30,000 people. She ⁶ _____ attacked and destroyed the Roman city of Verulamium but then a big Roman army arrived. ⁷ _____ the Romans defeated her army, Boadicea drank poison and died.



2 Why is Boadicea important in British history?

A Biography

Write a short biography of a famous person from history. Follow the stages and use Writing Help 5 on page 134.

Stage 1

Look for information about a famous person:

- in encyclopedias
- on the Internet
- on CD ROMs

Write notes on the following:

- when/where he/she was born
- home and family
- important events
- death

Example born in 1967/went to school in ...

Stage 2

Use the information to write a biography like the one of Boadicea.

Talkback

Read your partner's biography. Find three interesting facts.

Speaking

Giving and Checking Information

Tell your partner about a famous king in British history. Follow the stages.

Stage 1

Work in pairs. Student A looks at page 125 and Student B looks at page 140.

Stage 2

Take turns to tell your partner about your king.

- Read the information and make notes in the Past Simple.
- Ask questions to check information, meaning and spelling.
- Use expressions from the Function File on page 45.

Example

A He was born in 1027 in Normandy.

B Can you spell 'Normandy'?

A Yes, sure. N-o-r-m-a-n-d-y.

6 Telling Stories

In this module you ...

- talk about books; practise telling stories
- read and listen to stories
- write a story
- learn about Past Simple negative and question forms

Warm-up

1 Look at the book covers. Which story would you like to read? Why?

▶ page 26 and A-Z

2 Listen and check you understand the Key Words. What kinds of stories can you see on this page?

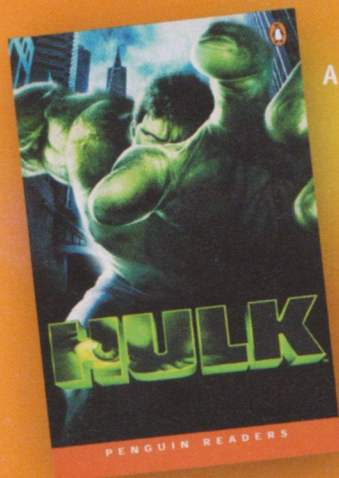
KEY WORDS: Fiction

adventure story, comedy, crime, fantasy, ghost story, horror story, love story, science fiction, thriller

3 Listen to the descriptions of the stories (1-5). Match them with the books (A-E).

4 Work in pairs. Ask and answer the questions.

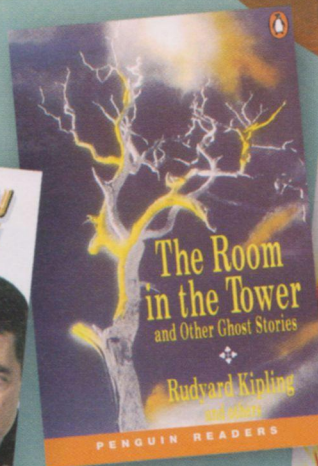
- 1 What kind of fiction do you like?
- 2 Who is your favourite author? What is your favourite book?
- 3 Do you ever play computer games based on stories? Give an example.
- 4 What stories can you remember from when you were a child? (e.g. *Cinderella*)
- 5 What memories do you have about your childhood?
- 6 Do you like films of books? Do you read the book first or go to the film first?



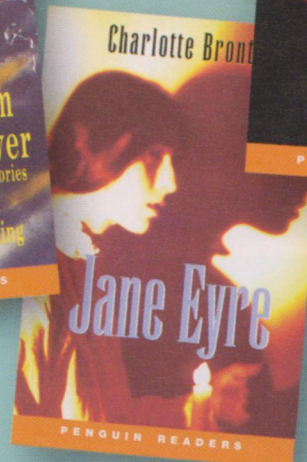
A



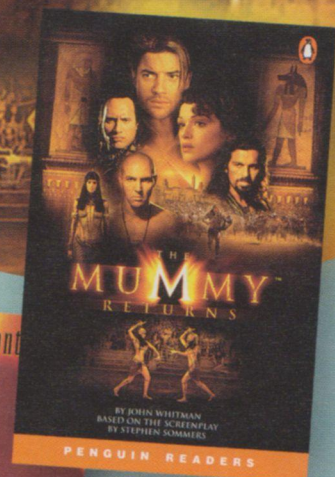
B



C



D



E



16 Big Cats

Before you start



A-Z

- 1 Work in pairs. Listen and read the Key Words and discuss the questions.

KEY WORDS: Cats

cheetah, domestic cat, leopard, lion, lynx, panther, puma, Scottish wildcat, tiger

- Do you like cats? Which of the cats do you know about?
- Which of the cats exist in your country? Where do they live?
- Which of the cats do you think exist in Britain?

Discuss your answers with the class.

- 2 Listen and complete the dialogue.

Tom Hi, Mary. Did you have a good holiday?
 Mary Yes, I did. But I didn't go to London.
 Tom Where did you go?
 Mary I went to Scotland. We stayed on a ¹ _____ near Loch Ness.
 Tom Did you see the Loch Ness monster?
 Mary No, we didn't. But I saw a big, black ² _____. It was enormous.
 Tom Don't be silly.
 Mary I did!
 Tom Where did you see it?
 Mary One evening in the ³ _____. It jumped onto a rock.
 Tom What was it like?
 Mary Well, it was big and black. It was ⁴ _____ a panther.
 Tom What time was it?
 Mary It was ⁵ _____ 7 o'clock.
 Tom Was it dark?
 Mary No, it wasn't.
 Tom Were you afraid?
 Mary No, I wasn't. I went into the house to get my camera. When I came out, the cat wasn't there.
 Tom Did your parents see it?
 Mary No, they didn't. They weren't at home. And they didn't believe me. But I talked to the ⁶ _____. Apparently, a big cat killed a horse in the area ⁷ _____ month.
 Tom Really?
 Mary And last year, there were over a ⁸ _____ sightings of big cats in Britain. People think they were pets of rich people. They escaped and now they're living in the wild.
 Tom Wow, that's amazing!

- 3 Choose the correct alternative.

- Mary's family went to *London/Scotland*.
- Mary saw a *panther/big black cat*.
- Mary tried to *escape/take a photo*.
- The farmer/Her parents* believed her story.



Prepositions A-Z

- 4 Choose the correct preposition.

- We stayed (*on/in*) a farm.
- She was (*in/into*) the garden.
- She went (*in/into*) the house.
- She came (*in/out of*) the house.
- I went (*to/at*) Scotland (*in/into*) the holidays.



Presentation

5 Complete the sentences from the dialogue with *didn't*, *wasn't* and *weren't*.

PAST SIMPLE NEGATIVES

I/He/She/It 1 _____ go to London.

I/He/She/It 2 _____ afraid.

We/You/They 3 _____ believe me.

We/You/They 4 _____ at home.

6 Complete these questions from the dialogue.

PAST SIMPLE

Questions

Short Answers

Yes/No questions

5 _____ you afraid?

No, I 7 _____.

6 _____ your parents see it?

No, they 8 _____.

Wh- questions

9 What time _____ it?

10 Where _____ you see it?

Now complete the rules.

To make a question in the Past Simple:

- 1 we put _____ or _____ (past of the verb *to be*) before the subject.
- 2 we put _____ before the subject and use the infinitive of the main verb.
- 3 we put a question word at the beginning of the sentence.

⇒ Grammar Summary 4, page 142

Practice

7 Put the words in the correct order to make negatives and questions. Use capital letters and punctuation marks.

- 1 the film/didn't/see/I
- 2 enjoy/the book/you/did
- 3 at school/wasn't/she
- 4 they/did/stay/where
- 5 didn't/the story/they/like
- 6 in the garden/the cat/was

8 Use the words in brackets to correct the wrong information in these sentences.

Example

1 She *didn't* meet an alien. She met a wolf.

- 1 Little Red Riding Hood met an alien. (wolf)
- 2 Sherlock Holmes lived in New York. (London)
- 3 Agatha Christie wrote love stories. (crime)
- 4 Alfred Hitchcock directed westerns. (horror films)
- 5 Frankenstein's monster was good-looking. (ugly)
- 6 Shakespeare wrote novels. (plays)

9 Match the question words (1–5) with the answers (a–e).

- | | |
|----------------|------------------------|
| 1 When _____? | a My father. |
| 2 Where _____? | b Because I was tired. |
| 3 Who _____? | c On the train. |
| 4 What _____? | d In August. |
| 5 Why _____? | e A sandwich. |

Now write suitable questions for the answers.

Example

When did you go on holiday?

10 Read these three situations. Think of an explanation for each one.

- 1 A girl looked in a mirror and screamed.
- 2 A man bought a newspaper, read it, then jumped into a river.
- 3 A woman went shopping. When she got home, she opened her bags, screamed and ran away.

Now work in pairs. Ask your partner questions and try to guess what happened.

Example

- A Where was the girl?
 B In her house.
 A Did she see a ghost?

11 Personalisation Write six sentences about what you *did* or *didn't* do at the weekend.

Example

I wrote an email to my friend. I *didn't* do my history project.

12 Work in pairs. Find out what your partner *did* and *didn't* do last weekend. Ask yes/no questions.

Example

- A Did you see the ice hockey final?
 B No, I *didn't*.
 A Did you meet your boyfriend?
 B Yes, I *did*.



17 A Love Story by Kurt Vonnegut

Before you start

A-Z

- 1 Listen to the Key Words and use them to talk about the pictures.

Example B → *He wants her to marry him.*

KEY WORDS: Romance

kiss, be in love, marry, be romantic, write love poems

- 2 Look at the pictures and guess the correct order of the story.

Reading

- 3 Read the story. Did you guess the order correctly?

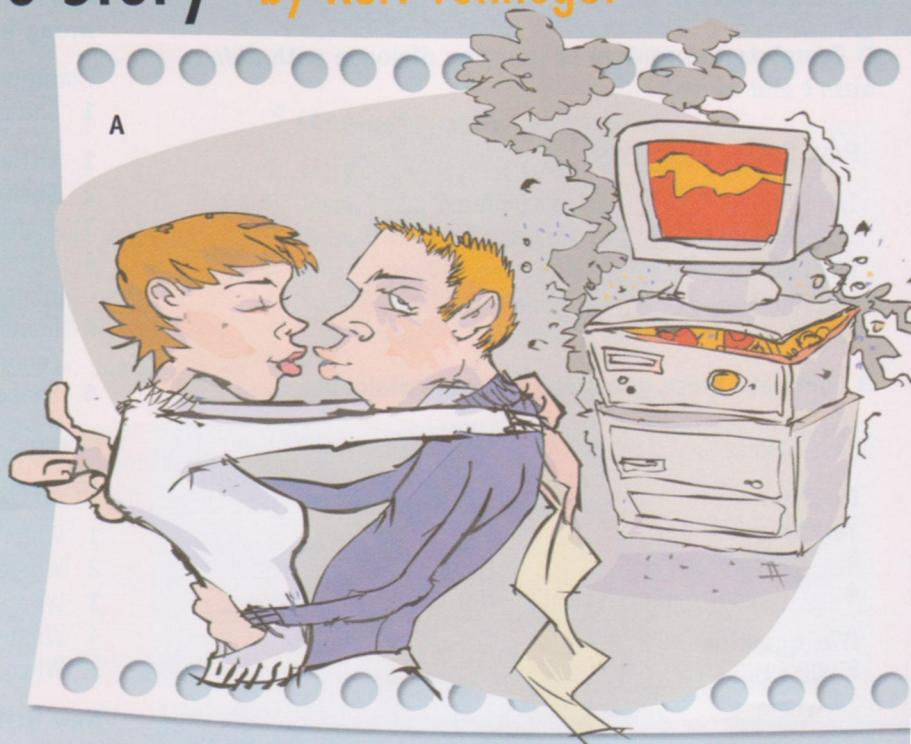
- 4 Answer these questions.

- 1 Why was Pat not in love with the man?
- 2 How did the computer help the man?
- 3 What did Pat think of the poems?
- 4 What did the computer want to do?
- 5 Why did Pat agree to marry the man?
- 6 What did Pat want on every anniversary?

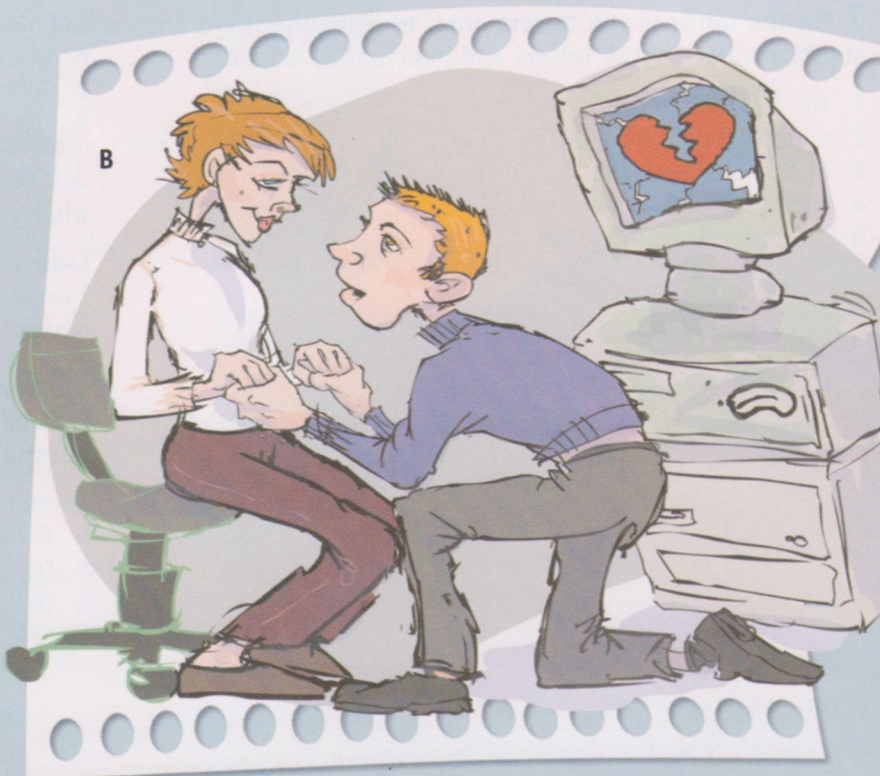
Vocabulary: Multi-part verbs

- 5 Find the past forms of the verbs (1–6) in the text. Match them with the correct meaning (a–f). Use the Mini-dictionary to check your answers.

- | | |
|--------------------|-------------------|
| 1 talk about | a leave (a place) |
| 2 come in | b discover |
| 3 turn on | c enter |
| 4 turn off | d stop a machine |
| 5 go out of | e start a machine |
| 6 find out (about) | f discuss |



This story is about my friend EPICAC, a big computer. My wife, Pat, and I worked with EPICAC. But Pat was not my wife then and that's how I found out about the real EPICAC. I was in love with Pat but she wasn't in love with me. I did not write love poems and she thought I was not romantic. One night, I was in the office with EPICAC. I turned on the computer 'What can I do?' I wrote. 'What's the problem?' was the reply from EPICAC. I was very surprised about this but wrote 'My girlfriend doesn't love me.' 'What's love? What's girlfriend?' asked EPICAC. I told him about girls, love and poems.



'Is this a poem?' asked EPICAC. Paper came out of the computer with a poem on it: 'To Pat'. The poem was fantastic. I turned off the computer and put the poem on Pat's desk. The next day, Pat read the poem.

'It's so beautiful,' she said and we kissed for the first time.

I was very happy and wanted to talk about it. I told EPICAC about the kiss and he wrote a poem about it. Pat loved the poem. I then asked EPICAC for some words to ask Pat to marry me.

'What is marry?' he asked.

I told him and he replied.



'Good. I am ready when she is,' said EPICAC.

He loved Pat!

'But she loves me,' I told EPICAC. 'She wants to marry me.'

'Can you write good poems?' he asked.

'Well, no. I put my name to your poems,' I replied.

'But she loves my poems.'

'Women can't love machines.'

'Why not?'

At that moment, Pat came in.

'Darling,' I said. 'My poems show my feelings for you. I want to marry you.'

'I want to marry you, too – and I want a poem on every wedding anniversary.'

'Yes, darling.' We kissed and went out of the office.

Listening

6 Guess how the story ends, 1, 2 or 3.

- 1 The man can't write a poem on their anniversary and they separate.
- 2 Pat finds out about the poems and falls in love with the computer.
- 3 The computer writes poems for their wedding anniversaries and then destroys itself.

Listen to the end of the story and check your guess.

7 Complete the Function File with these words. Then listen to the story ending again and check your answers.

in the end, next, suddenly, then, when

FUNCTION FILE

Telling Stories

The next day was Saturday and I was at home in bed. ¹ _____, the telephone rang. It was my boss. He was very angry.

'The computer is broken! You didn't turn it off last night!'

I got up and went to the office. ² _____ I arrived, I saw a terrible thing. I opened the door and there was EPICAC, completely black and burnt out.

³ _____ I saw the paper. I read our conversation from the night before. Then it continued:

'I don't want to be a machine. I want to be a person. I want Pat to love me. But I am a machine and I can't change. Good luck, my friend. Be good to Pat. Here is a wedding present from your friend, EPICAC.'

⁴ _____, I collected the paper on the floor. EPICAC was a good friend. There were poems for five hundred wedding anniversaries. ⁵ _____, Pat and I were very happy. But on every wedding anniversary I think about my good friend, EPICAC.

8 Work in pairs and tell a love story. Use the notes and words from the Function File.

- 1 met a boy/girl – in love with him/her (where?/when?)
- 2 boy/girl not in love with him/her (why?)
- 3 (what did he/she do next?) e.g. wrote poems/sang a song/ played in school team
- 4 the boy/girl was in love with him/her (what did he/she do in the end?)

Tell your story to the class.



18 Communication Workshops

Writing

Before you start



A-Z

- Read the notes for a ghost story on the right. Then listen to the story and put the notes in the correct order.

A Ghost Story

Write a ghost story. Follow the stages below and use Writing Help 6 on page 134.

Stage 1

Find places to put these linking words and expressions in the notes.

one day, when, the next day, suddenly, but, after that, because, one night, in the end, one morning

Stage 2

Use the notes and the linking words to write the story of *The Others* in the Past Simple.

Speaking

Telling a Story

Invent a story and tell it to the class. Follow the stages.

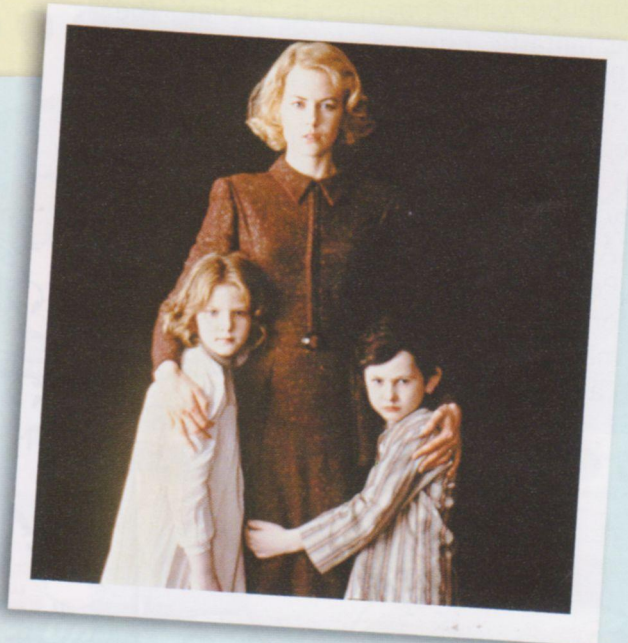
Stage 1

Work in pairs. Imagine you saw a ghost, an alien or a big cat. Use these questions to think of ideas.

- 1 When did it happen?
- 2 Where did it happen?
- 3 What time was it?
- 4 What was the weather like?
- 5 What did you see or hear?
- 6 How did you feel?
- 7 What did you do?
- 8 What happened in the end?

Stage 2

Now divide the story into two parts.
Student A practises telling points 1-4;
Student B practises telling points 5-8.



- ☐ the servants take down the curtains - Grace very angry - house very bright - tells servants to go away - Grace finds old photo of servants - they are dead - Grace doesn't understand
- ☐ Grace + children (Anne and Nicholas) - big house - always very dark - children have allergy to sunlight
- ☐ dead servants return - Grace runs upstairs - sees a family - family can't see her - Grace understands - family live in the house - Grace + children + servants are ghosts - the family leave the house - frightened.
- ☐ Grace hears strange noises upstairs - Anne says there are other people in the house - Grace doesn't believe in 'the others' - she hears piano - goes to piano - music stops - the door closes - Grace very frightened

Stage 3

Read the Strategies.

Speaking Strategies: Hesitation

- When you are telling a story, don't worry when you pause or stop.
- Use hesitation words to give you time to think. (e.g. well .../ so .../and then ...)

Form a group with other pairs. Tell your stories. Use the hesitation words when you need time to think. When you listen to the stories, ask questions about things you don't understand.

Talkback

Choose the best story in your group. Tell the class about it.



Culture Corner 2



A-Z

- 1 Listen to the Key words.
Which places can you see in the photos?

KEY WORDS: Places

bridge, castle, cellar, monument, museum, parliament, standing stone, tower, wall

- 2 Read the texts (1–4) and match them with the photos (A–D).

- 3 Work in pairs. Student A reads texts 1 and 2. Student B reads texts 3 and 4. Then ask and answer these questions.

Student B ask about Text 1:

- Where did the stones come from?
- How big are they?
- What is strange about midsummer's day?

Student B ask about Text 2:

- When did William build the Tower?
- Why is the history of the White Tower bloody?
- Why are the ravens important?

Student A ask about Text 3:

- How high was Hadrian's Wall?
- Why did the Romans build it?
- What can you visit today?

Student A ask about Text 4:

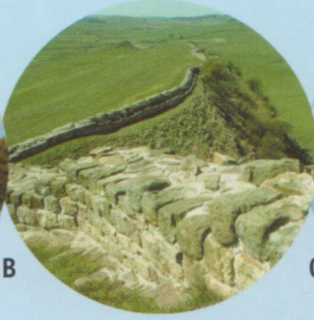
- When did Westminster Palace become the English parliament?
- What did Guy Fawkes try to do?
- What do people do on November 5th?

- 4 Which of the places would you like to visit?

HISTORICAL BRITAIN



A



B



C

1 Stonehenge is a Bronze Age monument from about 2000 BC. The standing stones came from Wales – over 320 kilometres away! They stand up to seven metres high in a circle. About 90 metres away from the circle there is another stone and on midsummer's day the sun rises exactly over it. But why did the ancient Britons build Stonehenge?

2 William the Conqueror began building the Tower of London after the Norman invasion in 1066. It stands next to Tower Bridge. The tower in the centre is called the White Tower. It has got a bloody history. They executed many people there, including Anne Boleyn, wife of Henry VIII. Some ravens live in the Tower. According to the legend, when the birds escape, the monarchy will end. Today, you can visit the Tower and see the Crown Jewels.

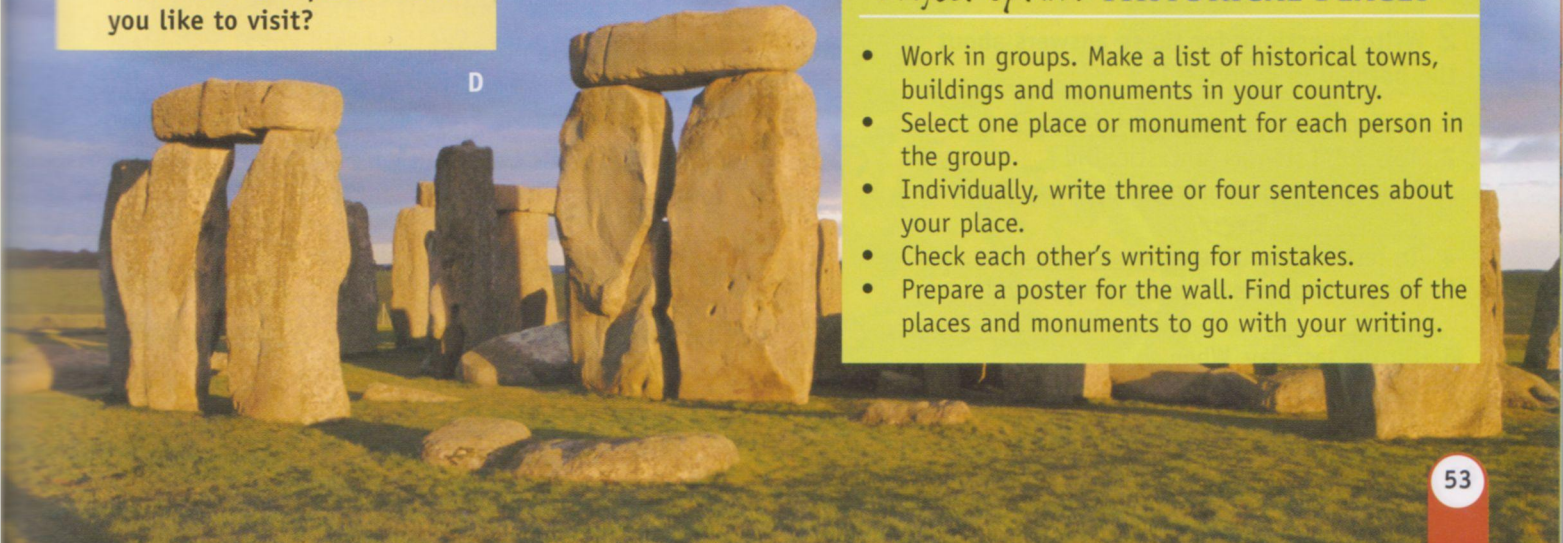
3 Hadrian's Wall ran across the north of Britain between England and Scotland. It was originally five metres high. The Roman emperor, Hadrian, began the wall in 120 AD to protect the province of Britannia from the tribes of the North. The Roman army finally abandoned it in 383 AD. There were many small castles and towers in the wall and soldiers could send messages quickly when there was an attack. Today there are some museums next to the wall – they show things the Romans left behind.

4 The Houses of Parliament are in Westminster in London. King Canute built a royal palace here in the first half of the eleventh century and there were meetings of the English parliament here from the thirteenth century. In 1605, some young Catholic men decided to destroy the Houses of Parliament and kill the Protestant King James I. They got some gunpowder and put it in a cellar under Westminster Palace. But the King discovered the plan and on 5th November, he sent soldiers to the building. They found one man, Guy Fawkes, and they executed him. Nowadays in Britain, on the 5th of November, people build bonfires and have fireworks.

Project Option: HISTORICAL PLACES

- Work in groups. Make a list of historical towns, buildings and monuments in your country.
- Select one place or monument for each person in the group.
- Individually, write three or four sentences about your place.
- Check each other's writing for mistakes.
- Prepare a poster for the wall. Find pictures of the places and monuments to go with your writing.

D



Review 5 and 6



Grammar

1 Complete the text with the verbs in the correct tense.

Last summer, I ¹ _____ (go) to Turkey on holiday with my brother. We ² _____ (stay) there for two weeks. I ³ _____ (not like) the hotel but the beach ⁴ _____ (be) fantastic. I ⁵ _____ (do) different things – swimming, windsurfing, diving. We ⁶ _____ (meet) lots of young people. At night, we ⁷ _____ (eat) in restaurants in the town and ⁸ _____ (dance) in the discos. On the last day, we ⁹ _____ (visit) Istanbul and ¹⁰ _____ (see) the Hagia Sophia mosque. I ¹¹ _____ (take) about twenty photos of it!

2 Write questions for these answers about the holiday in Exercise 1.

- 1 To Turkey. Where did you go?
- 2 Yes, I did. It was fantastic. Did _____?
- 3 Swimming, windsurfing and diving. What _____?
- 4 In restaurants. Where _____?
- 5 Yes, we did, lots of young people. Did _____?
- 6 On the last day. When _____?
- 7 The Hagia Sophia. What _____?
- 8 About twenty. How many _____?

Vocabulary

3 Wordbuilding Complete the sentences using the correct form of the words in brackets.

- 1 My uncle is a _____. (science)
- 2 Space _____ is very expensive. (explore)
- 3 The castle is a lovely _____. (build)
- 4 Copernicus's _____ of the solar system was very important. (discover)
- 5 I want to study _____ at university. (engineer)
- 6 She worked as an _____ in the London theatre. (act)
- 7 The police arrested ten _____ today after last week's explosion. (terror)
- 8 Mary Queen of Scots was not a very _____ leader. (success)
- 9 My brother wants to be a professional _____ when he leaves school. (music)
- 10 She got a job as a _____ in a restaurant. (wait)

4 Multi-part verbs Complete the multi-part verbs in the sentences.

- 1 He turned off the television and went _____ of the room.
- 2 When the film star came _____, people started to take photos.
- 3 I turned _____ the radio and listened _____ the news.
- 4 After the film, we talked _____ it for hours.
- 5 My dad came _____ the room and started reading his book.
- 6 I found _____ the answer to that exam question after the exam!

Pronunciation

5 Listen to the three sounds.

1 year /ɪə/ 2 where /eə/ 3 go /əʊ/

6 Listen to the words and sentences. Write down the sounds in the words you hear.

Example 1 = there (Group 2)

6 Listen to the /r/ sound in these words.

read, afraid

Now listen to the words below. In which do you pronounce the /r/ sound and in which is it silent?

heard, hear, person, near, car, sword, four, bedroom, story, parents, broke, breathe, disappear, strange

Listen again and repeat the words.

►► Now read *The Canterville Ghost*, Story Spot 1, page 126.

7 Healthy Living

In this module you ...

- **read** a health magazine article and a report
- **talk about** food, exercise and healthy living; **practise** giving advice
- **listen to** a dialogue, a radio presenter and a street survey
- **write** a report with some advice
- **learn about** countable and uncountable nouns with *some*, *any* and *a lot of*

Warm-up

A-Z

1 Work in pairs. Decide which of these activities are good or bad for you.

- | | |
|-------------------------------|---------------------------|
| a eating fruit and vegetables | f running every day |
| b sunbathing | g missing breakfast |
| c smoking cigarettes | h watching television |
| d going to the gym | i running marathons |
| e laughing a lot | j learning new things |
| | k drinking a lot of water |

pages 16-17

2 Read and listen to the Key Words. Which things do you like or not like? Which things are good or bad for you? Which things can you see in the photos?

KEY WORDS: Food and Drink (1)

bananas, bread, cabbage, cakes, cereal, cheese, chicken, fish, hamburgers, lemons, onions, orange juice, pasta, rice, sugar, sweets, tea, tomatoes, water

3 Listen to Simon. List five things he ate yesterday. Is his diet healthy?

4 Work in pairs. Ask your partner what he/she had for breakfast, lunch and dinner yesterday.

5 Copy the table. How many words can you add in five minutes?

meat/fish	<i>chicken</i>
fruit	<i>lemons</i>
vegetables	<i>onions</i>
drinks	<i>water</i>
other food	<i>rice</i>





19 Food for Thought

Before you start

1 Look at the photos. Try to answer the questions below.

- Why were British people unhealthy a hundred years ago?
- Why are some people unhealthy today?

2 Read the text and check your answers.

3 Read the text again and list the food mentioned.

A hundred years ago	
Now	

pages 16-17 and A-Z

4 Listen and repeat the Key Words.

KEY WORDS: Food and Drink (2)

apples, biscuits, carrots, chocolate, coffee, cola, crisps, fish, fruit juice, lemonade, meat, milk, oranges, potatoes, sausages, tuna

5 Listen and complete the dialogue with the Key Words in Exercise 4.

- Tim** OK. What do we need? Is there any 1 _____?
- Laura** Yes, there is some cola. We've got a lot of 2 _____, too. But there isn't any mineral water. And there isn't any 3 _____ or 4 _____.
- Tim** Right. Have we got any 5 _____ or 6 _____?
- Laura** Er, we've got some 7 _____ ... and there are two tins of 8 _____. Oh, don't buy any 9 _____, we've got a lot. And there are three packets of 10 _____, too.
- Tim** Good. Have we got any fruit and vegetables?
- Laura** Well, there are some 11 _____ but, er, we haven't got any 12 _____.
- Tim** Are there any 13 _____?
- Laura** No, there aren't. I can't see any. And there aren't any 14 _____.
- Tim** By the way, Laura, have you got any money? I didn't go to the bank yesterday.
- Laura** Typical. Yes, don't worry, I've got some money!

What unhealthy food and drink do Tim and Laura usually buy? Write Tim and Laura's shopping list.

AT THE START

of the twentieth century, a lot of poor families in Britain ate badly. They did a lot of physical work but they only had meat once or twice a week. The basic British diet was not healthy. People had bread and tea and there were potatoes every day. There was fresh fruit only in the summer. Oranges and bananas were luxuries and there weren't any kiwis or avocados. Because of their diet, a lot of people died young and they were small – the average height for men in the army was only 1.5 metres.



A hundred years later we have very different problems. In Britain, there is a lot of food and people live a long time. But a lot of us eat the wrong food. In our diet there are a lot of crisps, sweets, hamburgers, pizzas and fizzy drinks like cola. We also consume a lot of meat and dairy products – on average we drink two litres of milk and eat two eggs a week. But we still do not eat enough fruit or vegetables.



... we still do not eat enough fruit or vegetables.



Presentation

6 Which things in the table can you count? Add the Key Words from Exercise 4 to each list.

PLURAL COUNTABLE NOUNS	UNCOUNTABLE NOUNS
apples	chocolate
potatoes	coffee
crisps	meat

7 Match the sentences to form correct rules.

1 Countable nouns ...	a are always singular
2 Uncountable nouns ...	b can be singular or plural
	c never take <i>a</i> or <i>an</i>
	d never go with numbers
	e never go with plural verbs
	f can go with singular or plural verbs

8 Read the dialogue in Exercise 5 and complete the sentences with *some* or *any*.

AFFIRMATIVE	NEGATIVE	QUESTION
We've got ¹ _____ sausages.	We haven't got ⁴ _____ oranges.	Have we got ⁷ _____ meat?
There is ² _____ cola.	There isn't ⁵ _____ milk.	Is there ⁸ _____ cola?
There are ³ _____ apples	There aren't ⁶ _____ carrots.	Are there ⁹ _____ potatoes?

Now complete the rules with *some* and *any*.

- We usually use _____ in affirmative sentences.
- We usually use _____ in questions and negative sentences.

9 Read these sentences.

We've got **a lot of** apples. We've got **a lot of** lemonade.

Translate **a lot of** into your language. In English, do we use **a lot of** with countable or uncountable nouns or both?

⇒ Grammar Summary 5, page 142

Practice

10 Read this shopping list. Put *some* or *a/an* in front of each noun.

bread	biscuits	shampoo
butter	melon	toilet paper
potatoes	sweets	toothbrush
cabbage	oranges	pencil

11 Complete the dialogue with *a*, *some* or *any*.

Woman We get back at 11 o'clock. There's some food for you in the fridge. There's ¹ _____ cheese and ² _____ cold meat. There isn't ³ _____ bread, I'm afraid. What would you like to drink?

Babysitter Just ⁴ _____ milk, please.

Woman There's ⁵ _____ milk in the fridge as well.

Babysitter Erm, I usually eat ⁶ _____ hot meal in the evening. Have you got ⁷ _____ burgers?

Woman I'm afraid not, but there's ⁸ _____ fish left from lunch, and ⁹ _____ soup.

Babysitter Are there ¹⁰ _____ crisps? I like eating crisps when I watch TV!

Woman Now look. You're here to look after the baby. This isn't ¹¹ _____ restaurant or ¹² _____ cinema, you know!

▶ page 17

12 Listen to the Key Words. What containers can you see in this lesson?

KEY WORDS: Containers

- a packet of (biscuits/crisps/sweets)
- a bottle of (milk/lemonade/oil)
- a tin of (tuna/beans)
- a carton of (yoghurt/fruit juice/milk)
- a bar of (chocolate)
- a can of (cola)



13 The list shows what Mrs Smith has and hasn't got at home. Write a sentence about each item. Use *some*, *any* or *a lot of*.

Example

She's got some tomatoes. She hasn't got any cheese.

tomatoes (2), cheese (x), apples (4), potatoes (5), bananas (x), coffee (x), milk (6 bottles), bread (x), meat (x), tea (1 packet), cola (8 cans)

What do you think Mrs Smith needs to buy?

Example

I think she needs some cheese and ...

14 Personalisation Work in pairs. Ask and answer questions about what there is in your partner's school bag. The person who guesses more objects is the winner.

Example

A Are there any sandwiches in your bag?

B Yes, there are. Have you got a dictionary ...



20 Keep Fit

Before you start



A-Z

- 1 Listen to the Key Words.
Which activities can you see in the photos?

KEY WORDS: Physical activity

clean floors, dance, do exercises, jog/run, jump, play volleyball, swim, tidy your room, walk, work in the garden

Which activities do you do?

- 2 Work in pairs. Read the statements about diet and exercise. Do you think they are true (T) or false (F)?

DIET AND EXERCISE: TRUE OR FALSE?

- 1 ☐ Cleaning floors burns the same calories as playing a game of volleyball.
- 2 ☐ Heavy exercise, such as jogging or aerobics, is better than light exercise, like walking.
- 3 ☐ Special 'sports drinks' can help you exercise.
- 4 ☐ Orange juice contains more vitamin C than apple juice.
- 5 ☐ Exercises that make you sweat a lot help you lose fat.

Check your answers on page 140.

Reading

- 3 Read the magazine article and match the headings (a-d) below with the paragraphs (1-4).

- a Dance to the Music!
- b Jump for Joy!
- c Tidy Your Room!
- d Easy as ABC!



Keep Fit – the Easy Way!

I'm not really a sports fan. But that doesn't mean I'm weak, unhealthy or unfit. Here are some fun exercises you can do alone or with others.

1 _____

Sit on a chair and put one leg out in front of you. Point your toes and 'write' each letter of the alphabet in the air with your big toe. Then repeat the exercise with the other foot. This is great for people who like skiing, snowboarding or ice skating.

2 _____

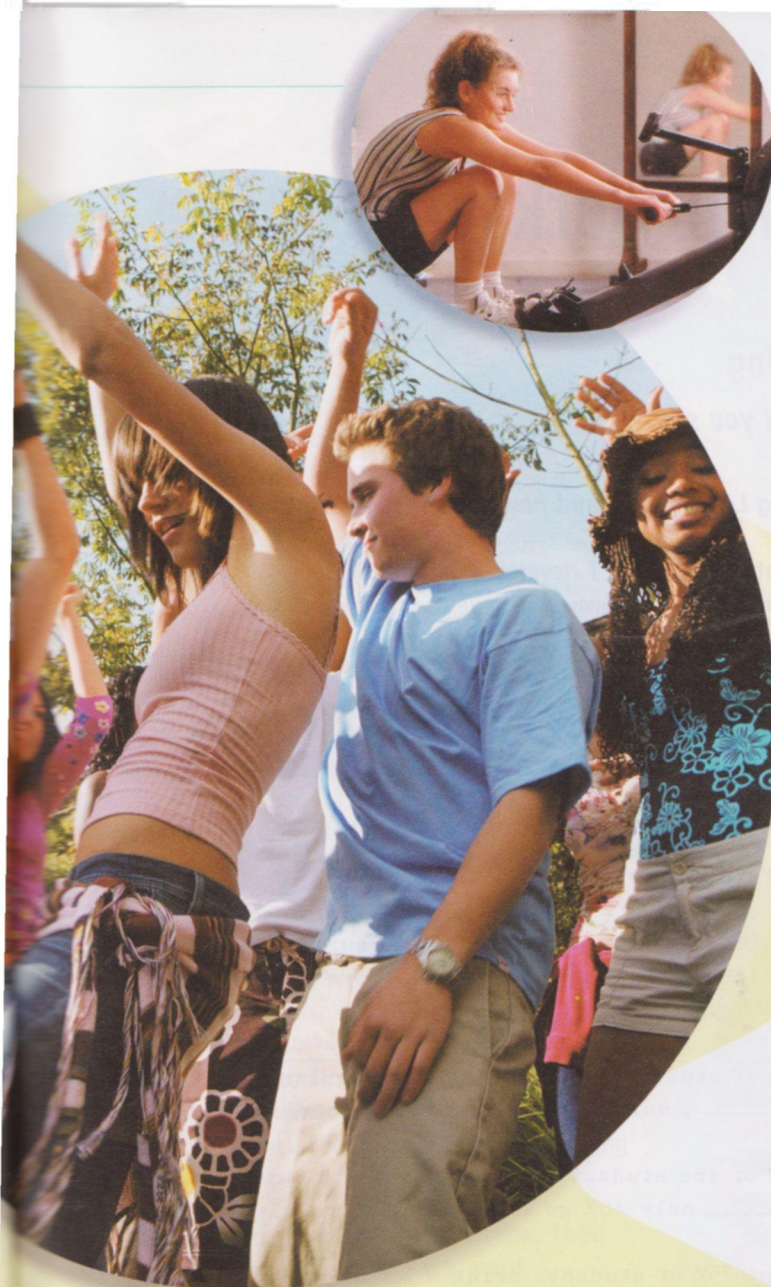
Put a tape measure on a wall outside your house and see how high you can reach with one hand. Then, jump off one foot and see how high you can get. Then jump off both feet. Try to jump higher each day. This is useful basketball practice, by the way!

3 _____

You don't need a partner for this. Dancing is an aerobic exercise – this means it brings a lot of new oxygen to your muscles. This is really important because it makes your heart strong and keeps you healthy. Dance two or three times a week – at home or a discotheque!

4 _____

Do you think helping at home is useless and boring? You're wrong. Housework can make your muscles and bones strong. Cleaning floors or windows are also great exercises for your elbows and knees. And thirty minutes of digging the garden can burn 200 calories!



Listening

6 Read the Strategies.

LISTENING STRATEGIES: Listening for gist

- The first time you listen, try to get the general idea of what it is about.
- Don't worry when you don't understand a lot of words.

Now listen to a radio presenter. Put these things in the order the man talks about them.

- don't smoke
- eat a balanced diet
- have a good breakfast
- eat lots of fruit and vegetables
- do exercise

7 Listen and complete the Function File.

FUNCTION FILE

Giving advice

- Don't _____ at your desk in school all day.
- _____ around at break time.
- Don't _____ hours doing homework.
- _____ breaks and go for walks.
- Don't _____ the bus – _____ or cycle.
- Don't _____ lifts – use the stairs.
- _____ a balanced diet.
- _____ fruit like apples and oranges in salads.
- Don't _____ !

4 Answer these questions.

- What exercise is good for snowboarders?
- What sport is jumping good for?
- Why is dancing good for your body?
- In what ways can housework keep you fit?

Vocabulary: Opposites

5 Find these words in the texts in Exercises 2 and 3. Match the opposites.

fit, strong, heavy, healthy, useful, boring, light, weak, unhealthy, unfit, fun, useless

Which adjectives do we use to describe people and which do we use to describe activities? Write five pairs of sentences.

Example

Running marathons is heavy exercise. Playing golf is light exercise.

Speaking

8 Write three sentences with advice for you, your family and your friends.

Example

Don't eat lots of chocolate! (me!!) Don't smoke!!! (my dad). Eat more fruit. (my friend)

Work in pairs. Tell your partner your advice.

9 Work in pairs. Student A turns to page 125. Student B turns to page 140. Listen to your partner and then give advice.

QUOTE ... UNQUOTE

"The only way to be healthy is to eat what you don't want to, drink what you don't like and do what you don't want to."

Mark Twain (1835–1910)



21 Communication Workshops

Speaking

Before you start



A-Z

- Listen to a survey and tick the boy's answers (a, b or c) for each question.

HEALTH SURVEY

1 Do you eat sweets?

- a Yes, a lot. b I eat some every week.
c No, I don't eat any.

2 Do you buy sugar-free chewing gum?

- a Yes, always. b Sometimes. c Never.

3 Do you do any regular exercise?

- a Yes, a lot. b I do some exercise.
c No, I don't do any exercise.

Speaking

A Survey

Do a class survey. Follow the stages below.

Stage 1

Write five questions for a health survey.
Here are some ideas:

breakfast, drinks, sweet things, exercise,
fruit and vegetables, smoking, sport

Example

Do you eat cereals for breakfast?

- a every day b sometimes c never

Stage 2

Ask other students in the class your
questions. Write down the results.

Example

- a 10 students b 4 students c 3 students

Talkback

Tell the class one result of your survey.

Writing

Before you start

Linking Look at *but* and *however* in these sentences.

- I eat bananas *but* I never eat oranges.
- I eat bananas. *However*, I never eat oranges.

Read the report. Complete the gaps in the report with *but* or *however*.

Health Report

Date: 21.03.06

Age of students: 16

I interviewed twenty students in our school about
how they look after their teeth. Here are the
results:

95% of students eat chewing gum regularly.

1 _____, only 25% buy sugar-free chewing gum.

90% of the students clean their teeth twice a day

2 _____ only 40% go to the dentist regularly.

About 75% of students drink a lot of milk. 3 _____,
100% of the students drink three or more cans of
cola a week. About 50% of students drink a lot of
water 4 _____ only 10% buy sugar-free drinks.

My advice to the class is:

- Buy sugar-free chewing gum.
- Go to the dentist every six months.
- Drink less cola.

A Report

Write a report of your survey. Follow the stages below and
use Writing Help 7 on page 135.

Stage 1

Calculate the results of your survey in percentages.

Then write the results in sentences. Join some information
with *but* or *however*.

Stage 2

Add some advice to the class.

Talkback

In groups, read your reports. Are there any surprising results?

8 Sport

In this module you ...

- **read** a factfile, a brochure and a student's composition
- **listen to** an interview, dialogues, sports commentaries and a discussion
- **talk about** sport; **practise** describing sporting events
- **write** a description of a sport
- **learn about** *can/can't* and *have to/don't have to*

Warm-up

 pages 4-5

1 What are the sports in the photos?
Which of the Key Words are 'extreme' sports?

KEY WORDS: Sports

athletics, basketball, diving, golf, hang gliding, hockey, horse riding, ice skating, judo, parachuting, rock climbing, skiing, water skiing

 **2** Listen and repeat the Key Words. Then mark the main stress in each word.

0

Example *athletics*

 **3** Listen to the conversation. What sport does the girl:

- do often?
- like watching?
- think is boring?
- think is dangerous?

4 Work in pairs. Find out the same information about your partner.

Example

What sport do you do often?





22 Crazy Sports

Before you start



A-Z

- 1 Listen to the Key Words and match them with the objects (1-7) in the photos.

Example 1 → flippers

KEY WORDS: Hockey equipment

flippers, glove, mask, puck, snorkel, stick, swimming cap

- 2 Read these statements about underwater hockey. Do you think they are true (T) or false (F)?

- 1 ☐ It is similar to normal hockey but underwater.
- 2 ☐ Flippers are good for swimming quickly.
- 3 ☐ Players use very long sticks.
- 4 ☐ Only good swimmers play it.

Now read the factfile and check your answers.

FACTFILE: UNDERWATER HOCKEY

Is it similar to normal hockey?

Yes, it is. You have to score goals to win and you can't touch the puck with your hands. The difference is you play underwater!

What equipment do you need?

A mask – to cover your eyes and nose.

A snorkel – to help you breathe when you are under the surface looking for the puck.

Flippers. You don't have to wear these but they help you to swim quickly.

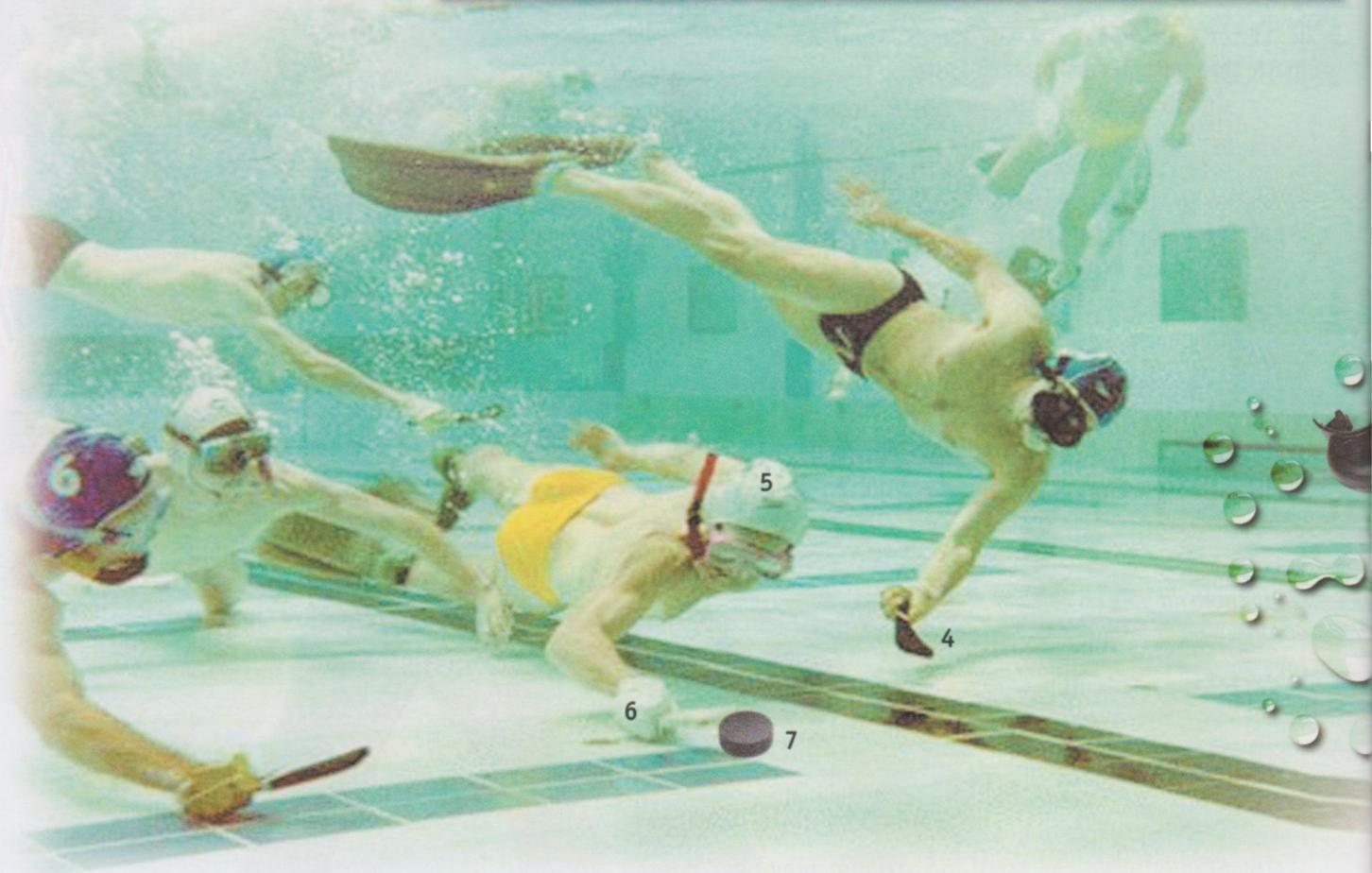
Stick. This is only about 30cm long.

Glove. It doesn't have to be a special glove - you can wear a gardening glove!

Swimming cap. You have to wear this because flippers often hit you.

Who plays it?

People of all ages and sizes play underwater hockey. You don't have to be a great swimmer. It's a great topic of conversation at parties!



Presentation

3 Complete these sentences about underwater hockey with *have to*, *don't have to*, *can* and *can't*.

- You ¹ _____ touch the puck with your hands.
 You ² _____ wear flippers.
 You ³ _____ wear a gardening glove.
 You ⁴ _____ score goals.

4 Match the verbs (1–4) with the meanings (a–d).

- | | |
|------------------------|----------------------------|
| 1 <i>can</i> | a necessary |
| 2 <i>have to</i> | b possible/allowed |
| 3 <i>can't</i> | c not necessary |
| 4 <i>don't have to</i> | d not possible/not allowed |

⇒ Grammar Summary 6, page 142

5 Dictation Listen and write down the five sentences. What sport is it?



Practice

6 Complete the sentences with *can* or *can't*.

- Marathon runners _____ drink during the race but short-distance runners _____.
- Volleyball players _____ touch the net.
- Tennis players _____ wear colourful clothes.
- In football, goalkeepers _____ touch the ball with their hands.

7 Complete the sentences with *have to* or *don't have to*.

- Footballers _____ be very big but they _____ be fast.
- Basketball players _____ be quite tall.
- Ice hockey players _____ wear helmets.
- In football, goalkeepers _____ run all the time.

8 Complete the description of table tennis. Use the correct form of *have to*, *don't have to*, *can* or *can't*.

You ¹ _____ use a bat. You ² _____ hold it in your right or left hand. When you serve, the ball ³ _____ go over the net – but it ⁴ _____ touch the net. You ⁵ _____ score 21 points to win. Usually, you ⁶ _____ wear special clothes but in tournaments, players ⁷ _____ wear shorts and T-shirts.

9 Write the descriptions of these sports. Use the clues and *have to*, *don't have to*, *can* and *can't*.

- ice hockey** – wear skates, hit other players
- football** – score goals, use your hands, touch the ball with your head, wear a helmet
- tennis** – serve over the net, wear white clothes, touch the net with the racket

10 Personalisation Write what you *have to*, *don't have to*, *can*, and *can't* do at home.

Examples

I don't have to clean the bathroom but I have to do the washing-up.
I can listen to music in my bedroom but I can't have it very loud.

11 Work in pairs. Compare the rules of your homes.

Prepositions A-Z

12 Complete the sentences with these words. Then guess the sports.

in, into (x 2), on, over (x 2), to, with (x 3)

- You play _____ a pool and you have to hit a puck _____ a stick.
- You use your feet to pass the ball _____ another player or try to get it _____ the goal.
- You play _____ a court and you have to hit a ball _____ the net.
- You run _____ the ball and try to get _____ a line to score.
- You hit the ball 300 or 400 metres _____ a stick and try to get it _____ a small hole.



23 Sport in the UK



Before you start

1 Work in pairs. Look at the photos and try to answer these questions about sport in the UK.

- How many international football teams are there in the UK?
a one b three c four
- How long can a game of cricket last?
a four hours b two days c five days
- What is Murrayfield?
a a football stadium b a rugby stadium
c a tennis court?
- When does the Wimbledon tennis tournament begin?
a May b June c July
- What is the Grand National?
a a car race b a horse race c a football final

Reading

2 Read the brochure and check your answers for Exercise 1.

3 Are these statements true (T) or false (F)? Correct the false information.

- ☐ Manchester United play at Hampden Park.
- ☐ Edgbaston is open in August.
- ☐ The Scottish rugby team play at Twickenham.
- ☐ Wimbledon's tennis tournament lasts for a week.
- ☐ The Grand National takes place near Liverpool.

Which of the places would you like to visit? Why?



A Sporting Nation

London's new Wembley Stadium is the home for 21st century sport in the UK but there are a lot of other places to visit.

Football

The UK has four teams in international competitions – England, Scotland, Wales and Northern Ireland. The only problem is that the four teams do not usually play very well! However, the English Premier League is one of the best in the world and has some world-famous clubs like Arsenal, Liverpool and Manchester United. A lot of football clubs welcome visitors. Why not go to Old Trafford (Tel: 0161 868 8631), the home of Manchester United? Further north, in Scotland, is Hampden Park in Glasgow. It is the oldest international stadium and has the Scottish National Museum of Football (Tel: 0141 620 4000).

Cricket

The rules are very complicated but if you are in England in the summer, a day at a cricket game is an interesting experience. The players wear white and the game goes very slowly – international games can last for five days! Edgbaston in Birmingham is a good place to visit; it has got a fascinating collection of photos, bats, balls and autographs from a hundred years of cricket matches. It is open on match days from April – September (Tel: 0121 446 4422).

Rugby

Twickenham is the home of England's rugby team. The stadium tour and Museum of Rugby (Tel: 0208 8928877) include a visit to the dressing room plus audio-visual presentations. Back in Scotland, Murrayfield stadium holds the world record rugby crowd of 104,000 (in 1975) and the stadium now has its own tour (Tel: 0131 3465000).

Tennis

Wimbledon in London is more than just the two-week summer tournament in June. There is a museum (Tel: 0208 946 6131) which has the championship trophies on display and there are guided tours of the famous 'centre court'.

Horse Racing

Lovers of this sport must visit Aintree near Liverpool. It is the home of the world's most spectacular race, the Grand National. Between May and October (Tel: 0151 5222921) you can enjoy a 'virtual reality' ride and walk around the course.



Listening

- 4 Listen to three sports commentaries. Which sports are they describing?

Vocabulary: Adverbs



A-Z

- 5 Listen again and put the adverbs in the order you hear them.

KEY WORDS: Adverbs

angrily, bravely, calmly, cleverly, desperately, fast, hard, nervously, slowly, well

- 6 Copy and complete the table. Which adverbs are 'irregular'?

Adjectives	Adverbs
angry	angrily
brave	
calm	
	cleverly
desperate	
fast	
	hard
	nervously
	slowly
	well

- 7 Choose the adverb or adjective to complete each sentence.

- She waited *nervous/nervously* for the race to start.
- He was *angry/angrily* with the referee's decision.
- They played really *good/well*.
- The goalkeeper stayed very *calm/calmly* for the penalty.
- He's walking *slow/slowly* back to the dressing room.

- 8 Complete the Function File with these words.

athletics, badly, beat, brilliantly, match, score, scored, sets, well, win

FUNCTION FILE

Describing Sporting Events

Dialogue 1

- A Did you see the ¹ _____ last night?
 B No, what was the ² _____?
 A Liverpool won three-one.
 B How did they play?
 A They played ³ _____ in the first half but then Gerrard ⁴ _____ two goals.

Dialogue 2

- A Did you watch the ⁵ _____ at the weekend?
 B I saw Radzka in the long jump.
 A Yes, she jumped really ⁶ _____.
 B Did Miller ⁷ _____ the 400 metres?
 A No, she didn't.

Dialogue 3

- A Did Sharapova ⁸ _____ Serena Williams last night?
 B Yes. She won two ⁹ _____ to one.
 A How did she play?
 B ¹⁰ _____!

- Now listen to the dialogues and check your answers.

Speaking

- 9 Think about a game or sporting event you saw on TV recently. Write notes about it.

- what happened • who was in it • who won
- who played well/badly • your opinions about it

Example

European Nations Cup Final; Greece and Portugal; Greece won; the Greek defence played well; not a very good game

- 10 Work in pairs. Take turns to start conversations about sport. Use expressions from the Function File.

QUOTE ... UNQUOTE

'Some people think football is a matter of life and death. I don't like that attitude. It is more serious than that.'

Bill Shankly, Scottish football manager, 1913-81



24 Communication Workshops

Writing

Before you start



A-Z

1 Linking Order the sentences.

- a During a game, I'm not nervous.
- b After a game, I feel great.
- c Before a game, I am always nervous.

2 Read the text and fill in the gaps with *before, during or after*.

VOLLEYBALL by Carla Robson

I joined the volleyball club at school last year because my friends said it was good fun.

In volleyball, there are two teams of six players. You have to hit the ball over a net with your hands. The team can hit the ball three times but you can't touch the net. ¹ _____ the game, you have to jump a lot because the net is very high.

I go to the school volleyball club every Tuesday and Thursday. ² _____ we start playing, we do warm-up exercises. Then we play for about an hour. ³ _____ the game, we usually go out for a cola. Volleyball isn't on TV very often but I always watch it ⁴ _____ the Olympics.



A Description of a Sport

Write a description of a sport you like. Follow the stages and use Writing Help 8 on page 135.

Stage 1

Read the Strategies.

WRITING STRATEGIES: Preparation

- Before you start, look at the Key Words in the module.
- Make a list of words that you need but you don't know in English (maximum 5).
- Use the Mini-dictionary and a bilingual dictionary to find the words.

Use the Strategies and write down words about your sport.

- rules • actions • equipment

Stage 2

Write notes and decide where you can put linking words.

Stage 3

Write about 100 words about your sport.

Speaking

Discussing a Photo

Look at the photo on this page and discuss it with another student. Follow the stages below.

Stage 1

Individually, read these questions and think about your answers.

- Where is the athlete?
- How does he feel?
- What is he thinking?
- Would you like to run in a race like this?
- Do you like athletics?
- What is your favourite athletics event?
- What sports do you play or watch?

Stage 2

Work in pairs. Take turns to say things about the photo.

Example

A I think the athlete is at the start of a big race.

B Yes, I agree. He probably feels ...

Talkback

Now tell the class one thing about the photo.

Language Problem Solving 2

Questions → Grammar Summary, page 142

1 Complete the questions with these question words: *What, Which, Who, When, Where, Why, How, What time, Whose.*

- 1 ____ did you get there? By bus?
- 2 ____ does the plane land?
- 3 ____ did you get for your birthday?
- 4 ____ did you go on holiday last year?
- 5 ____ is your best friend?
- 6 ____ is this dog?
- 7 ____ did you argue with them?
- 8 ____ film did you like better?
- 9 ____ did you start learning English?

2 Read the questions and complete the rule with *countable* and *uncountable*.

How much time do you need to do homework?

How much money do they spend on CDs?

How many good friends do you have?

How many books do you read a month?

We use *how many* in front of _____ nouns.

We use *how much* in front of _____ nouns.

3 Complete the questions with *How much* or *How many*.

- 1 ____ people live in your town?
- 2 ____ phone numbers do you know by heart?
- 3 ____ traffic is there in your street?
- 4 ____ teachers work at your school?
- 5 ____ money does the Prime Minister earn?
- 6 ____ water do you drink a day?

4 Use the cues to make questions. Use capital letters and question marks in the right places.

Example

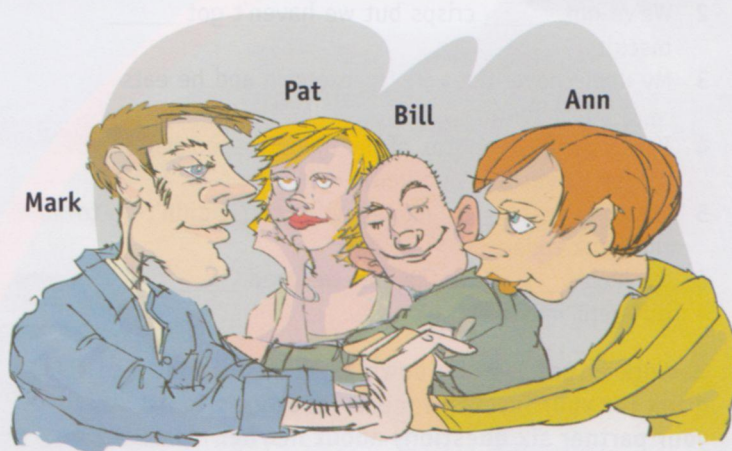
books/read/every month/how many

How many books do you read every month?

- 1 fruit juice/drink/every day/how much
- 2 lessons/start/today/what time
- 3 money/on CDs/spend/a lot of/why
- 4 parties/go to/usually/when
- 5 you/for dinner/yesterday/have/what
- 6 your bike/buy/where
- 7 school/get to/ this morning/how
- 8 be/at the match/last night/who

5 Look at the picture. Match the answers with the questions.

- 1 Who loves Pat? a Mark
- 2 Who does Pat love? b Bill



Now answer the questions.

- a Who loves Ann?
- b Who does Ann love?
- c Who loves Mark?
- d Who does Mark love?
- e Who does Bill love?
- f Who loves Bill?

6 Work in pairs. Ask and answer these questions.

- 1 Who likes football in your class?
- 2 What makes you laugh?
- 3 Who do you usually work with in class?
- 4 What woke you up this morning?
- 5 Who plays the guitar in your class?
- 6 What did you watch on TV last night?
- 7 Who do you usually go home with?



Review 7 and 8

Grammar

1 Complete the sentences with *some*, *any* or *a lot of*.

- My dad went fishing but he didn't catch _____ fish, so we had _____ pasta for dinner.
- We've got _____ crisps but we haven't got _____ biscuits.
- My uncle never does _____ exercise and he eats _____ fast food.
- I've got _____ photos of my favourite football player – over five hundred!
- Have you got _____ money with you? I didn't go to the bank today.
- We have _____ jazz CDs but we need _____ different music for the party.

2 Work in pairs. Write down six items of food and drink for your favourite meal. Take turns to ask your partner six questions about his/her meal.

Example

- A Are there any chips?
B Yes, there are.

The student with the most correct guesses is the winner.

3 Complete the text with *have to*, *don't have to*, *can* or *can't*.

My favourite sport is basketball. There are five players in the team. You ¹ _____ throw and bounce the ball but you ² _____ kick it. You ³ _____ hold the ball for five seconds and then you ⁴ _____ pass it. To get a goal, you ⁵ _____ throw the ball into a basket in the other team's half of the court. You ⁶ _____ be very tall but it helps!

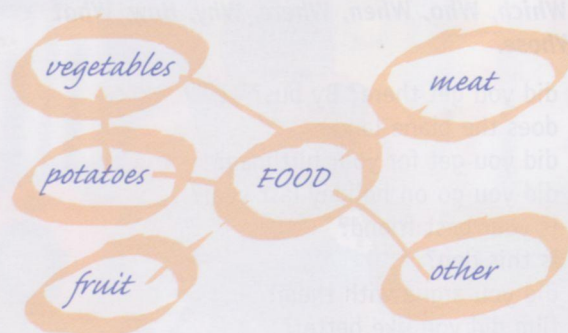
4 Choose the correct alternatives for each school rule.

Students ...

- can't/don't have to** eat chewing gum.
- can/have to** go to the library during breaks.
- have to/don't have to** wear a uniform.
- can/have to** bring a note from home when they're ill.
- can't/don't have to** smoke in school.
- can't/don't have to** use mobile phones in class.

Vocabulary

5 Work in pairs. You have five minutes to add words to the diagram.



Compare your diagram with another pair. Who has more words?

6 Underline the correct word.

He was very ¹ *nervous/nervously* at the start and he played ² *bad/badly*. Then he made a ³ *good/well* pass and started to play ⁴ *good/well*. In the last minute, he scored a ⁵ *brilliant/brilliantly* goal. I took a photo of him holding the cup ⁶ *proud/proudly*.

Pronunciation

7 The underlined words have 'silent' letters. Listen and circle the silent letters. Practise saying the sentences.

- I had a sandwich for lunch.
- The scientist works for the government.
- Listen and write your answers.
- Britain is an island.
- She eats lots of vegetables.

8 Listen to these sounds.

- a /dʒ/ John b /tʃ/ Charles c /ʃ/ Sharon

Listen and repeat these sentences.

- Jack joined a judo club in July.
- She wore a shirt, shorts and some special shoes.
- Charlie chose some cheese from the Czech Republic.
- In the kitchen there's some ketchup, cabbage, sugar and some fish in the fridge.
- During the match in Chicago on Tuesday, she easily beat the champion.
- I watched the high jump and a Chinese athlete jumped brilliantly.

9 Holidays

In this module you ...

- read a guide book extract, a letter and a postcard
- talk about holidays; practise giving directions and making phone calls
- listen to dialogues and phone calls
- write a holiday postcard
- learn about the Present Continuous

Warm-up

pages 18-19

- 1 Listen to the Key Words. What kinds of holiday can you see in the photos?

KEY WORDS

Kinds of holiday: adventure holiday (e.g. trekking in the mountains), backpacking, camping, relaxing on the beach, safari, sightseeing

Places to stay: beach apartment, bed and breakfast (B and B), campsite, caravan park, hostel, hotel

- 2 Listen to the people. Where are they?

- visiting a palace
- sitting on the beach
- sightseeing in an old city
- staying in a beach apartment

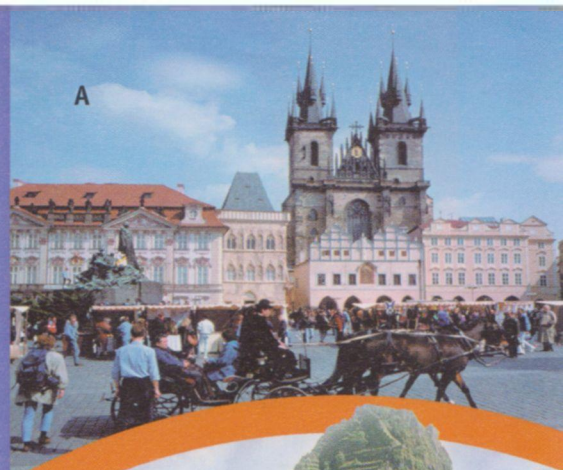
- 3 Think about the answers to these questions.

- 1 Where do you usually go on holiday?
- 2 What do you like doing on holiday?
- 3 Who do you usually go with?
- 4 Where did you go on holiday last year?
- 5 Where did you stay?
- 6 What was the weather like?
- 7 What did you do?

- 4 Work in pairs. Ask and answer the questions from Exercise 3.

Example

- A Where do you usually go on holiday?
B We usually go to my grandparents' house in the mountains.





25 A Fantastic Time!

Before you start



A-Z

- 1 Listen to the Key Words. Which words are similar in your language?

KEY WORDS: Positive adjectives

beautiful, delicious, fantastic, fascinating, friendly, great, historic, magnificent, wonderful

- 2 Read about Dubrovnik. Find phrases with the adjectives in Exercise 1.

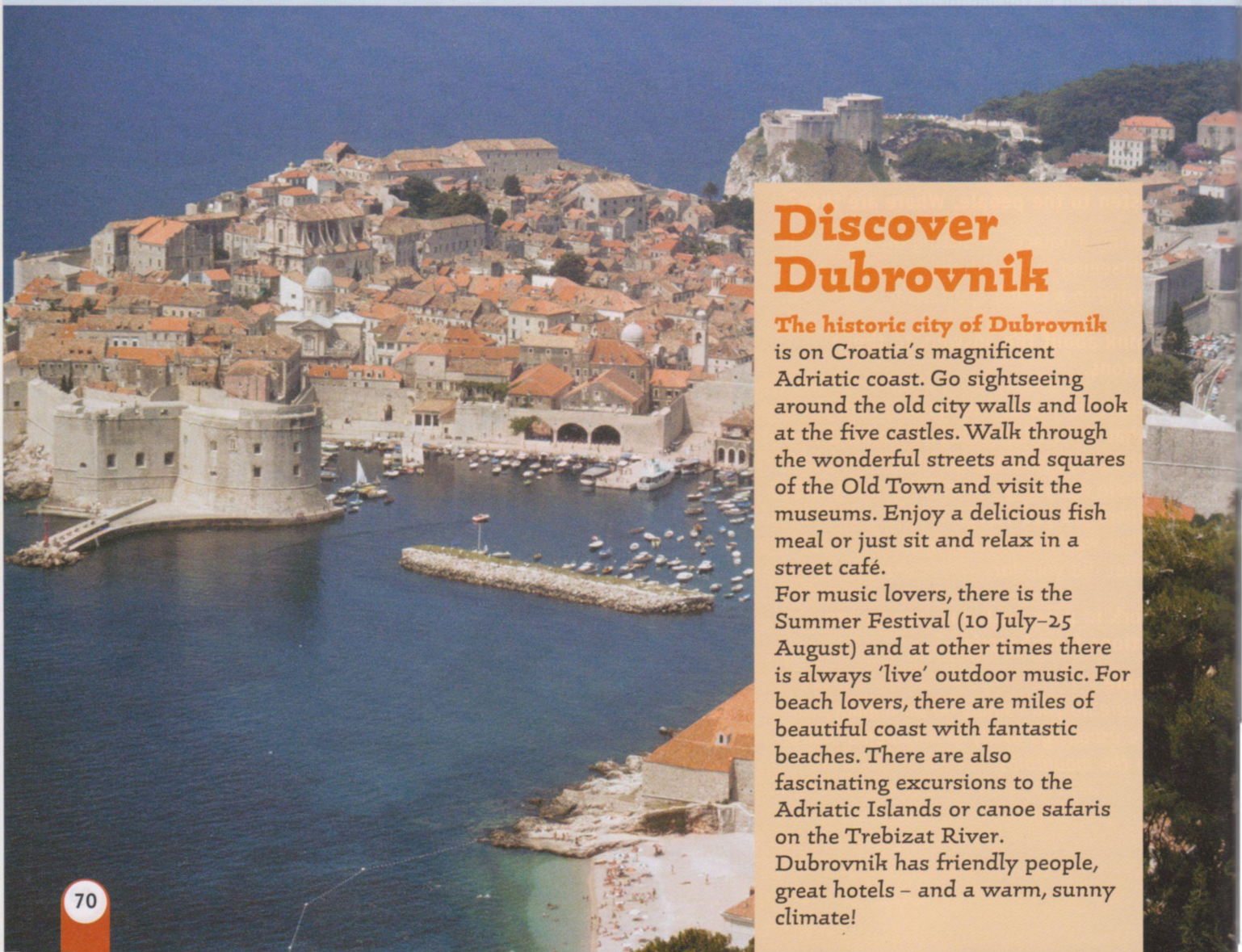
Example *historic city*

- 3 Would you like to go to Dubrovnik? What would you like to do there? Tell the class.

Example *I'd like to visit the Old Town.*

- 4 Read and listen to the phone call. Complete each gap with one word.

- A Oh, hi Becky! Where are you phoning from?
 B I'm at work but I'm not working at the moment. I'm having lunch in the coffee bar. Are you enjoying Dubrovnik?
 A Yes, we are. It's fantastic! Right now, I'm relaxing in a street ¹ _____.
 B Lucky you! What's the weather like?
 A Great. It's ² _____ and hot. What's it like at home?
 B Oh, it's raining here – as usual! So, what's Tony doing?
 A I'm not sure. He isn't sunbathing today. I think he's visiting a ³ _____.
 B And Stephanie?
 A Oh, she's got a new boyfriend.
 B Really?
 A Yes. He's called Gerard and he's ⁴ _____. I think they're sightseeing in the Old Town.
 B So you're having a good time!
 A Yeah, really great. How are your kids' exams?
 B Well, they aren't studying at the moment – they're watching ⁵ _____ on the telly ...
 A ... oh, Tony is calling me. Speak to you later. Bye!

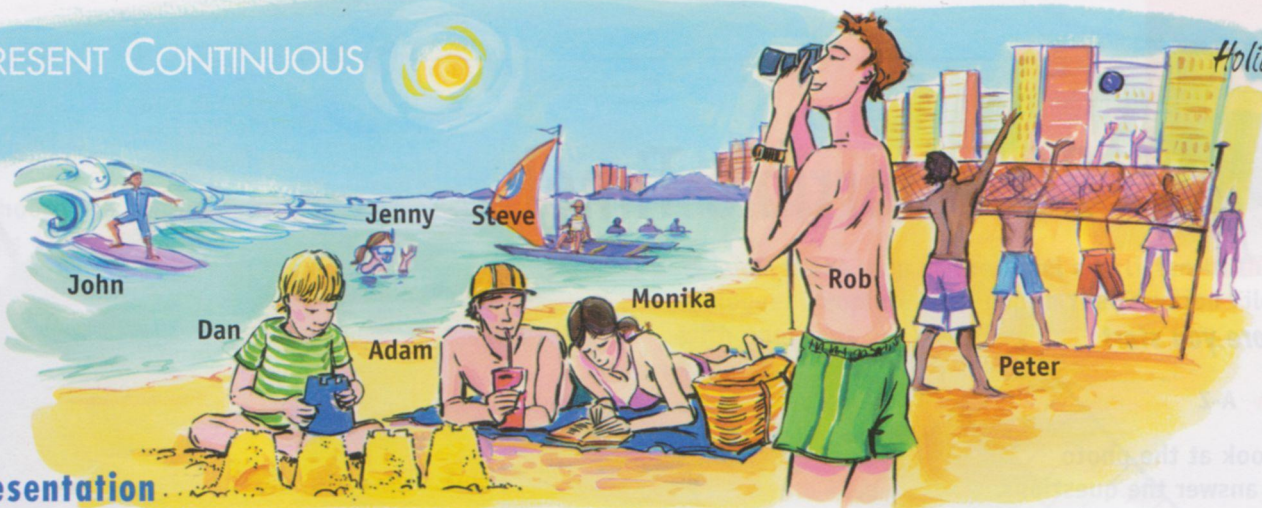


Discover Dubrovnik

The historic city of Dubrovnik

is on Croatia's magnificent Adriatic coast. Go sightseeing around the old city walls and look at the five castles. Walk through the wonderful streets and squares of the Old Town and visit the museums. Enjoy a delicious fish meal or just sit and relax in a street café.

For music lovers, there is the Summer Festival (10 July–25 August) and at other times there is always 'live' outdoor music. For beach lovers, there are miles of beautiful coast with fantastic beaches. There are also fascinating excursions to the Adriatic Islands or canoe safaris on the Trebizat River. Dubrovnik has friendly people, great hotels – and a warm, sunny climate!



Presentation

5 Complete the table with: *am* ('m), *is* ('s), *are* ('re), *am not* ('m not), *is not* (isn't), *are not* (aren't).

PRESENT CONTINUOUS	
Affirmative	Negative
I ¹ ___ having lunch. He/She ² ___ visiting a museum. It ³ ___ raining here. You/We/They ⁴ ___ sightseeing.	I ⁵ ___ working at the moment. He/She ⁶ ___ sunbathing. It <i>isn't</i> raining. You/We/They ⁷ ___ studying a lot ...
Question	Short answers
<i>Am</i> I having a good time? <i>Is</i> he/she sunbathing? <i>Is</i> it raining? ¹³ ___ you/we/they enjoying Dubrovnik?	Yes, I <i>am</i> . / No, I ⁸ _____. Yes, he/she ⁹ _____. No, he/she ¹⁰ _____. Yes, it ¹¹ _____. / No, it ¹² _____. Yes, you/we/they ¹⁴ _____. No, you/we/they ¹⁵ _____.
What ¹⁶ ___ Tony doing? Where ¹⁷ ___ you phoning from?	

Find more examples of the Present Continuous in Exercise 4.

6 Read the underlined sentences in the phone call.

Choose the correct word to complete the rule.

We use the Present Continuous to talk about activities happening *now/always*.

7 Listen to the phone call again and find two other expressions that mean *now*.

⇒ Grammar Summary 7, page 143

Practice

8 Write sentences in the Present Continuous – affirmative (+), negative (-) or questions (?).

- We (learn) English. (+)
- You (think) about your holiday. (?)
- I (eat). (-)
- Your parents (work). (?)
- Your dog (sleep). (+)
- Our teacher (listen) to music. (-)
- My friends (do) an exercise. (+)

9 Listen to the questions and give true answers.

Example

- 1 Are you learning English? Yes, I am.

10 Look at the picture above for three minutes. Try to remember what the people are doing.

11 Work in pairs. Ask each other questions about the people in the picture. Close your book when you answer the questions.

Example

- A What is Monika doing?
B She's reading a book.

12 Imagine you are in one of these places. Phone a friend and describe what you are doing there.

disco, theatre, kitchen, swimming pool, school, café, beach, stadium, mountains, forest, concert hall

Example

I'm in a concert hall. I'm playing the piano.

Work in pairs. Tell your partner where you are. He/She guesses what you are doing.

Example

- A I'm in a concert hall.
B Are you listening to music?
A No, I'm not.
B Are you playing the piano?
A Yes, I am.

13 Personalisation Think about your family and friends. Write five sentences about what they are doing at the moment.

Example

My sister is writing a test. My grandfather is working in the garden. Peter is playing football.

Work in pairs. Ask and answer questions.

Example

- A What is your brother doing?
B He ...



26 A Horrible Time!

Before you start



A-Z

1 Look at the photo and answer the questions.

- 1 Do you think the people are enjoying their holiday?
- 2 What country do you think they are in?
- 3 Do you like beach holidays? Why or why not?
- 4 Where would you like to go for a beach holiday?

2 Listen to the Key Words. Which of them can you use with these things?

- food • a hotel room
- a person • weather

Example

a dirty hotel room

KEY WORDS: Negative adjectives

awful, dirty, disgusting, expensive, horrible, noisy, rude, terrible, unfriendly

Reading

3 Read the Strategies.

READING STRATEGIES:

Using the Mini-dictionary

- When you read, do not look up all the new words in the text.
- Try to guess the meaning of important new words.
- When it is impossible to guess, use the Mini-dictionary.

Use the Strategies when you read the letter. Which of the things are not true about the holiday?

- He waited hours in the airport.
- His hotel room has an excellent view.
- His room is very clean.
- The food is delicious.
- The waiters are unfriendly.



Seaview Hotel,
Walton-on-Sea

23rd July

Dear Emily,

How are you? I hope you're well. I'm writing to tell you about my holiday. It's a total disaster!

The plane was ten hours late and we got here at 4 o'clock on Sunday morning! The next day, I went to the beach for a swim. However, it's miles from the hotel and it's crowded. The sea is freezing and it's polluted - there's a chemical factory next to the beach!

The hotel is terrible, too. In the brochure, it said all the rooms had excellent views of the sea - from my room, all I can see is the hotel car park! The swimming pool was also lovely in the brochure - but it's very small and full of noisy children.

My room is terrible. It's dirty and this morning, I found an enormous cockroach in the shower! And there is a noisy family next to me.

I'm eating a sandwich in my room at the moment because the waiters in the restaurant are rude and unfriendly. The food is terrible. Yesterday, there was a fly in my salad - it was disgusting!!

Well, it's time for bed. I'd like a shower but, of course, there's no hot water tonight. And I can't watch a film because the television doesn't work.

I can't wait to get home! See you soon!

George XXX

4 Choose the correct definition (a, b or c) for the words (1-5).

1 crowded 2 freezing 3 cockroach 4 rude 5 fly

- 1 a not clean b with a lot of people c small
 2 a very windy b very rainy c very cold
 3 a a noisy animal b an insect c a big animal
 4 a not polite b friendly c shy
 5 a a big animal b a vegetable c a small insect

Vocabulary: Same sound, different word

5 Choose the correct words in these sentences.

- 1 I can't *sea/see* the *sea/see* from my room.
 2 *Their/There* room is over *their/there*.
 3 I can *hear/here* the music from *hear/here*.
 4 *Hour/Our* bus from the airport took one *hour/our*.
 5 Go *buy/by* taxi to the shopping centre to *buy/by* clothes.
 6 Can you *right/write* your details on the *right/write*?

Listening

6 Listen to the dialogue and complete the Function File.

FUNCTION FILE

Asking for a room

- A Good morning, can I help you?
 B Yes. How ¹ _____ is a room?
 A A single room is thirty-six pounds a night and a double is ² _____ pounds.
 B I'd like a single room, please.
 A How ³ _____ do you want the room for?
 B Two nights, please.
 A That's fine. ⁴ _____ is extra.
 B Yes, OK.
 A Can you complete ⁵ _____ form, please?
 That's fine, thank you. Here is your ⁶ _____; room number 205.
 B Thank you.

Speaking

7 Work in pairs. Take turns to be the guest and the receptionist. Use the phrases in the Function File but change this information.

- kind of room (single/double)
- with/without breakfast
- price
- number of nights
- room number

Listening

8 Look at the map of the hotel and listen to the dialogue. Complete each gap in the Function File with one word.



page 25

FUNCTION FILE

Asking for and giving directions

- Man Excuse me. Where is the swimming pool?
 Receptionist Go ¹ _____ this corridor and turn left.
 Go ² _____ the garden and it's ³ _____ the right.
 It's ⁴ _____ to the car park.
 Man Thanks.

Speaking

9 Work in pairs. Use the map to give directions from the reception to a place in the hotel. Your partner says the place.

Example

- A Go down the corridor and turn right. Then go left.
 B I'm now in the hairdresser's.
 A Correct!

QUOTE ... UNQUOTE

'I dislike feeling at home when I am abroad.'
 George Bernard Shaw (1856-1950)



27 Communication Workshops



Trinidad
5 August

Dear Andy,
It's great here. The weather is brilliant and there are things to do every day. The hotel is fantastic. It has got a swimming pool 1 _____ four tennis courts. It's 2 _____ got a private beach - I'm sitting there now. My dad and I go snorkelling 3 _____ windsurfing in the morning. Sometimes we go sailing, 4 _____. There's a rainforest on the island. It's got fantastic plants and tropical birds, 5 _____. Well, it's getting very hot here - time for a swim! See you soon!
Chris
P.S. There's music 6 _____ dancing every night on the beach!



Andy Simpson,
29 Fairfield Road,
Colchester, CO4 2HU
UK

Writing

Before you start



A-Z

1 Linking Look at the underlined linking words in these sentences.

The campsite has got tennis courts and a swimming pool. It's also got a restaurant and café. It's got a supermarket, too!

2 Read the postcard. Complete it with *and*, *too* or *also*. Notice the comma before *too*.

A Holiday Postcard

Write a holiday postcard to a friend. Follow the stages below and use Writing Help 9 on page 136.

Stage 1

Imagine you are on holiday. Is the holiday fantastic or horrible? Write notes about:

- where you are staying
- who you are with
- the food
- the weather
- holiday activities

Stage 2

Write your postcard. Use the linking words from Exercise 1.

Speaking

Before you start

1 Listen to one side of a conversation. Try to answer these questions.

- 1 What is the weather like?
- 2 What is the girl doing at the moment?
- 3 What activities does she do?
- 4 Where is she staying?
- 5 Who is she on holiday with?
- 6 What are they doing at the moment?

2 Now listen to the full conversation and check your answers.

A Phone Call

Imagine you are on your holiday. Have a phone conversation with a friend. Follow the stages below.

Stage 1

Look at your postcard. Think about your answers for the questions in Exercise 1.

Stage 2

Work in pairs. Your friend phones you. Answer his/her questions about your holiday. Then change roles.

Talkback

Which holiday do you prefer - yours or your partner's?

10 Cultures

In this module you ...

- **read** a newspaper article, a magazine article and an email
- **talk about** different cultures and do roleplays; **practise** being polite
- **listen to** music, a lesson and a dialogue
- **write** an email to a hostel
- **learn about** the Present Simple and the Present Continuous

Warm-up

pages 2-3

1 Look at the photos. Which countries in the Key Words are the objects from?

KEY WORDS: Countries

Argentina, Australia, Brazil, Britain, Canada, Egypt, France, Holland, Hungary, India, Japan, Kenya, Peru, Poland, Russia, Spain, Turkey, Ukraine

Check your answers on page 140.

2 Make adjectives from the Key Words in Exercise 1.

Example

Australia → Australian

- Listen and repeat the countries and adjectives.
- Listen and match the five pieces of music with countries in Exercise 1. Which music do you prefer?
- Work in pairs. Ask and answer the questions.
 - Which of the objects in the photos do you like?
 - Which of the countries in Exercise 1 would you like to visit?
 - What foreign music do you like listening to?
 - What cultures (different from yours) are you interested in?
 - What foreign food do you like? What food would you like to try?



D



G



H



28 Mali Music

Before you start



- 1 Look at the photo and listen to the Key Words. Answer the questions below.

KEY WORDS: Musical instruments

drums, guitar, harp, keyboard, piano, saxophone, violin

- What instruments can you see in the photo?
- What instruments do you like?
- Do you play a musical instrument?
- Who are your favourite musicians?

- 2 Read the article. Which musical instruments from Exercise 1 does it not mention?

- 3 Read the text again. Are these statements true (T) or false (F)?

- ☐ The concert hall is crowded.
- ☐ The group plays African and western instruments.
- ☐ Albarn first listened to African music two years ago.
- ☐ He wants people to be interested in other cultures.
- ☐ He doesn't work with *Blur* now.



Albarn in Africa

It's just after midnight in Bamako, the capital of Mali. It is very, very hot. A new group is giving its first concert. The concert is free but only a hundred people are sitting and listening.

There are a lot of different musicians in the group. Malians are playing traditional African instruments like njarkas (small violins) and koras (harps). Rock musicians from Damon Albarn's group *Gorillaz* are playing guitars, drums and keyboards.

It is an important night for Albarn. He plays to big audiences in Britain and the States but he is enjoying this small concert. 'It's so good to be on stage in Africa for the first time,' he says. He

listened to African music when he was a child and, two years ago, decided he wanted to combine his music with rhythms from Africa.

Albarn wants people to discover African music. 'We live together on this planet,' he says, 'but we don't share experiences.'

Albarn is very busy with his famous groups, *Blur* and *Gorillaz*. 'I work hard and I don't have a lot of time but I'd love to do more of this,' he says.

And what do Malians think about it? The country's great singer, Salif Keita, says: 'Western musicians need the inspiration and we need the popularity. Albarn listens to our music with respect.'

Presentation

- 4 Write the names of the tenses (Present Simple and Present Continuous) in the correct columns.

.....	
I work hard.	A new group is giving its first concert.
He plays to big audiences in Britain and the States.	Malians are playing traditional African instruments.
We don't share experiences.	A hundred people are sitting and listening .

- 5 Match the words (a-b) with the tenses (1-2) we use them with.

- | | |
|----------------------|----------------------|
| 1 Present Simple | a generally, usually |
| 2 Present Continuous | b now |

Find more examples of each tense in the text.

➔ Grammar Summary 8, page 143



Practice

6 Which sentence (a or b) is correct in each context?

- 1 a musician talking about his job
a I play drums.
b I'm playing drums.
- 2 a pop star on holiday
a I don't work.
b I'm not working.
- 3 a boy talking about his hobby
a I take photos of rock groups.
b I'm taking a photo of a rock group.

7 Read an interview with a musician. Put the verbs in brackets in the correct tense, Present Simple or Present Continuous.

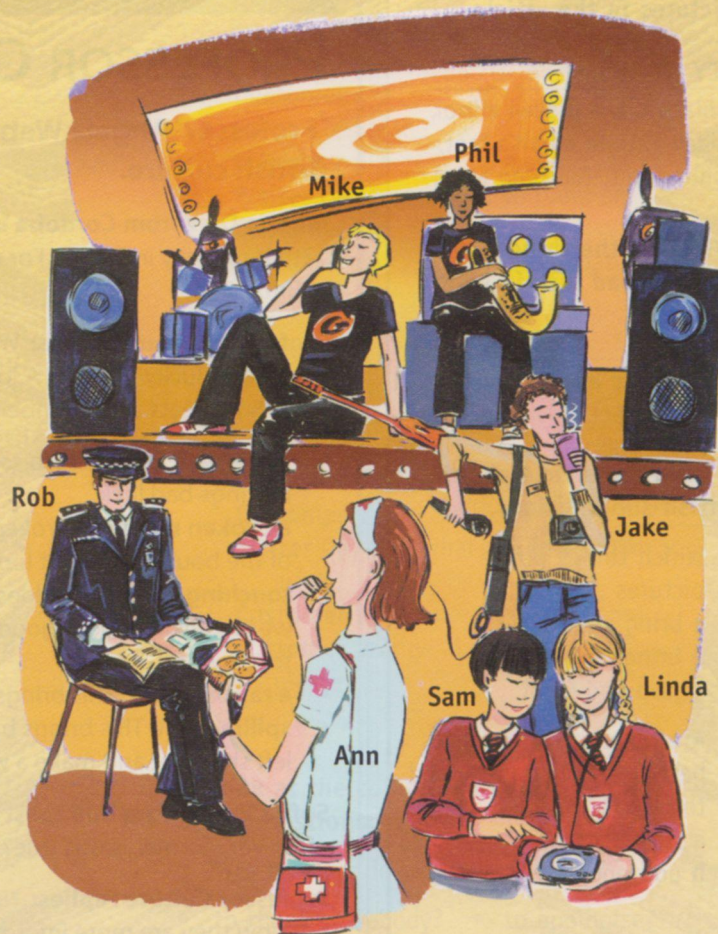
- A 1 _____ (you work) a lot?
B Yes, I 2 _____ (do) a lot of concerts but I 3 _____ (not work) every weekend. Like today, it's Saturday so I 4 _____ (relax) here in my garden and 5 _____ (talk) to you.
- A What 6 _____ (you usually do) at the weekend?
B Well, I have a large family. We 7 _____ (relax) at home – my wife 8 _____ (not cook) at weekends so on Sundays, I 9 _____ (prepare) a meal and then my father 10 _____ (play) the piano and we all 11 _____ (sing).
A Where is your family now?
B Oh, they 12 _____ (wait) for me to help them. It's my wife's birthday and we 13 _____ (prepare) a surprise party for her. She 14 _____ (love) surprises. Right now, she 15 _____ (shop) at the mall and the kids 16 _____ (make) the birthday cake. I have to go and ice the cake.

8 Work in pairs. Ask and answer the questions about the people in the picture.

- 1 What does he/she do?
- 2 What is he/she doing?

Example

Linda goes to school. She is listening to her Walkman.



9 Personalisation Write sentences about the people in your class. Use the Present Simple and the Present Continuous.

Example

Maria is wearing a new jacket. Tom is writing in his notebook. Fatima sings in a choir.

Prepositions A-Z

10 Complete the sentences with these prepositions.

at, from, in, on, to

- 1 He stayed in Africa _____ May _____ September. He returned _____ October.
- 2 He works in a bank _____ Monday _____ Friday. He plays in a group _____ the weekend.
- 3 I go to concerts _____ Saturday night. _____ Sunday night I stay at home.
- 4 She is working _____ the moment. She always finishes work _____ six o'clock.



29 Life in the UK

Before you start

- 1 Listen to the Key Words and match them to the pictures in the article.

KEY WORDS: Superstitions

a black cat, a broken mirror, Friday 13th, a rabbit's foot, spilling salt, touching wood

Which of the things bring good or bad luck in your country?

Reading

2 Read the article about British superstitions.

- Which things in the pictures ...
 - bring good luck?
 - bring bad luck?
 - stop bad luck?
- Are there any differences between your country and the UK for ...
 - superstitions?
 - politeness?

Millennium Bridge,
Newcastle



PROFESSOR CULTURE

'Professor' Angela Webster answers your questions about British culture.

Miriam Diaz from Cordoba in Argentina asks: 'I recently discovered that Friday the 13th is unlucky in Britain. For us, it is Tuesday the 13th! What other superstitions are there in Britain?'

Professor Culture replies: Well, thirteen is an unlucky number because it comes after 12 – a very lucky number. A lot of buildings don't have a 13th floor and some aeroplanes don't have seats with number 13! Some other things which bring good or bad luck are:

- **black cats** In Britain, to see a black cat brings good luck, but in some countries it brings bad luck.
- **a broken mirror** A broken mirror brings you bad luck for seven years. Take it out of the house and don't look at it!
- **touching wood** This doesn't bring good luck but it stops bad luck. We do it when we are talking about good things. For example, we say, 'I'm doing well at school, touch wood.'
- **a rabbit's foot** This brings good luck but it is not very lucky for the rabbit!
- **spilling salt** This brings bad luck. To stop the bad luck, throw some of it over your left shoulder and make a wish!

Soffia Varga from Budapest in Hungary asks: 'In books and films, British people are often very formal. Is this true?'

Professor Culture replies: No, it's not! In the past, British people were very formal but now they are more informal. However, some things are important:

- Wait in queues. British people get very angry when people 'jump' queues!
- Always say 'please' and 'thank you' when you ask for and receive things.
- Don't ask personal questions like 'How much money do you earn?' or 'How old are you?'



Vocabulary: Collocations

3 Match the words (1–5) with the nouns (a–e).

- | | |
|------------|-------------|
| 1 bad | a questions |
| 2 lucky | b mirror |
| 3 touch | c number |
| 4 broken | d luck |
| 5 personal | e wood |

Listening

4 Read the Strategies.

LISTENING STRATEGIES:

Listening for specific information

- Before you listen, read the questions. Try to predict the correct answers.
- Check you understand important words. Use the Mini-dictionary.
- Check the pronunciation of words with your teacher.
- When you listen, don't worry if you don't understand every word.
- Write down or underline important words you hear.

5 Use the Strategies and listen to a teacher talking about the United Kingdom. Choose the correct information (a or b) from the factfile.

FACTFILE



UNITED KINGDOM

- Area of the UK**
a) 244,000 sq km b) 400,000 sq km
- Population of the UK**
a) 48 million b) 56 million
- % of UK population in England**
a) 50% b) over 80%
- Symbol of Great Britain**
a) lion b) rose
- Symbol of England**
a) dragon b) rose
- Symbol of Scotland**
a) thistle b) dragon
- Symbol of Wales**
a) lion b) dragon

6 **Your Culture** What is the area, population and symbol(s) of your country?

7 Listen to the dialogue in a café. Complete the Function File with these expressions.

I'd like, please, could I have, thank you, excuse me, I'm sorry, I'm afraid

FUNCTION FILE

Being Polite

Customer 1 ¹ _____ ?

Waiter Yes, sir?

Customer 1 ² _____ a menu, please?

Waiter Of course, here you are, sir.

Customer 1 ³ _____ .

Customer 2 ⁴ _____ some tomato soup, please.

Waiter ⁵ _____ , madam. ⁶ _____ we haven't got any tomato soup today. We've got mushroom or chicken soup.

Customer 2 Right. For me, chicken soup, please.

Customer 1 And I'd like a salad, ⁷ _____ .

Waiter OK. And what would you like to drink?

Customer 2 A mineral water, please.

Customer 1 Mineral water for me too, please.

8 Look at the completed dialogue and answer these questions:

- Which words do we use:
 - to thank somebody? • to apologise?
 - to ask for something? • to attract attention?
- Who uses the words *sir* and *madam* – the customers or the waiter?

Speaking

9 Work in pairs. Take turns to be a customer and a waiter in a café. Use the expressions from the Function File in Exercise 7 and the words below.

cake, coffee (white/black), cup of tea, mineral water, fruit juice, salad, soup, sandwich

10 Close your books. What information can you remember about the UK? Tell the class.



30 Communication Workshops



LOGAN HOTEL, MANCHESTER
Well-located near Manchester United football ground.
Comfortable double rooms (£50); single rooms (£45).
Breakfast included. Special prices for families with children. Pets welcome.
Major credit cards accepted.
French spoken.

Send Mail: Message Composition

Subject: hotel booking Priority: Normal

To: Logan Hotel
From: Raymond Mantle
Date: 09/07/05
Subject: Reservation

I would like to make a reservation for my family for 7 nights from 15-21 August. Could you answer the following questions for me? How far is the hotel from the city centre? What exactly does breakfast include? Finally, have the rooms got satellite TV?

Yours,
Raymond Mantle

Writing

Before you start

- 1 Read the hotel advert and the email. What information does Raymond forget to include?
- 2 Which of these people is the hotel *not* good for? Why?

- a a family with five children and a dog
- b a visiting football fan
- c a non-English speaking Japanese businessman

An Email Reservation

Write an email reserving a room and asking for information. Follow the stages below and use Writing Help 10 on page 136.

Stage 1

Read the advert for the Crammond Student Hostel.

Crammond Student Hostel
Rooms to rent in the university holiday. £150 a week or £25 a day. Cafeteria. Well-located.

Think of dates for your holiday and questions to ask about these things:

- location of the hostel • type of room
- hostel facilities • cafeteria

Stage 2

Use your notes to write an email to the hostel.

Talkback

Work in pairs. Read your partner's email. Think of possible answers to his/her questions.

Speaking

Before you start

pages 16-17 and A-Z

- 1 Listen and classify the Key Words under these headings.

- starter • main course • dessert • drinks

KEY WORDS: Dishes

apple pie and cream, chocolate cake, coffee, cola, fish and chips, fruit juice, fruit salad, ice cream, lemon sorbet, mineral water, omelette, prawn cocktail, roast beef, roast chicken, soup, spaghetti bolognese, steak and chips, tuna salad

- 2 Which dishes do you like? What is your favourite starter, main course, dessert and drink?

A Group Roleplay

Act out a situation in a restaurant in the UK.
Follow the stages below.

Stage 1

Get into groups of three. Use the Key Words in Exercise 1 to make lists. Think of other dishes.

- a two customers: things you would like
- b waiter: things you have got

Stage 2

Practise the roleplay in your groups.

Example

- A What would you like for a starter, madam?
- B I'd like a prawn cocktail, please.
- C And I'd like the soup ...

Talkback

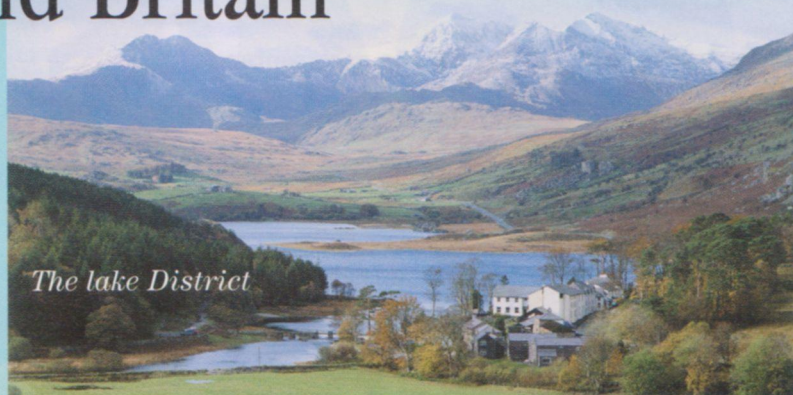
Act out the roleplay in front of the class.



Culture Corner 3



Around Britain



The lake District

1 Look at the names on the map. Put them in these groups.

- | | |
|---------------------------|-------------|
| 1 cities or towns | 3 rivers |
| 2 areas of natural beauty | 4 countries |

Now listen and check your answers. Repeat the names.

2 Read the Key Words below. Listen to six descriptions of places in Britain. What are they?

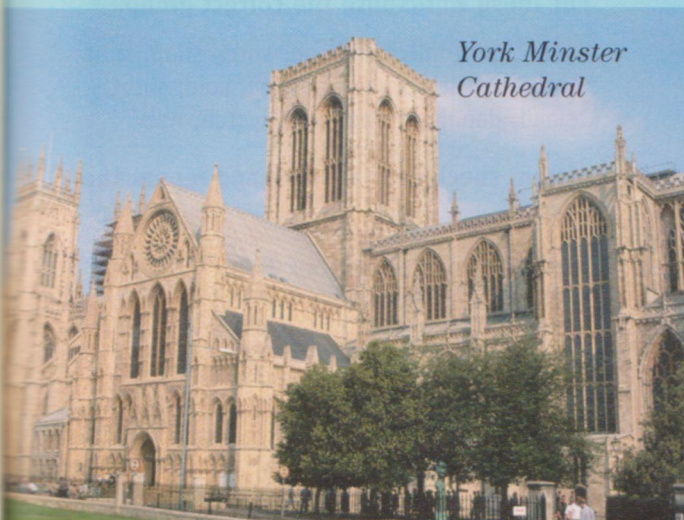
KEY WORDS: Geographical location

in the east/north-west/south/south-east/
centre of ... England, Scotland, etc.
on the ... river Severn, Thames, etc.
near, not far from ... London, Glasgow, etc.

Work in pairs. Describe the location of places. Your partner guesses what they are.

Example

It's a city in the centre of England.



York Minster Cathedral

3 Read the text below. Where would you like to go?

Liverpool The city is the birthplace of the Beatles and the Beatles Museum is worth a visit. There is also a fantastic modern cathedral. Take a boat trip on the River Mersey.

Salisbury has a beautiful medieval cathedral. It is near Stonehenge, a huge monument from the Stone Age.

Stratford-upon-Avon is famous as the birthplace of Shakespeare. See a play at the Royal Shakespeare Theatre next to the River Avon.

York is a beautiful old city. Walk around the city walls or go into the magnificent medieval cathedral. The Railway Museum and the Viking Museum are great places to visit.

Snowdonia ('Eryri' in Welsh) is a beautiful area of coast and mountains in North Wales. It is ideal for outdoor activities like sailing, climbing, trekking or canoeing.

The Highlands of Scotland is a wild and romantic area. Visit the lovely Isle of Skye or go up Britain's highest mountain, Ben Nevis (1344 m). Look for the monster in Loch Ness or go skiing in the Cairngorm Mountains.

Cambridge This old town is on the River Cam. It is famous for its old university and there are a lot of beautiful old buildings, for example, Kings College and Trinity College.

4 List all the positive adjectives in the text.

5 Choose good places for these people to go to.

- 1 John loves climbing and canoeing.
- 2 Rachel is interested in drama.
- 3 Sally likes 1960s music.
- 4 Jamie's project is about cathedrals.
- 5 Edward likes trains.
- 6 Anne wants to go skiing.

Project Option: Around Your Country

- Find out information about four cities/towns/areas of natural beauty.
- Draw a map of your country and list the places.
- Write descriptions of your places and add them to your map.

Review 9 and 10

Grammar

1 Choose the correct verb in each sentence.

- English people usually *eat/are eating* dinner quite early.
- Mm, that smells good! What *do you eat/are you eating*?
- I often *wear/am wearing* jeans and a T-shirt at the weekends.
- That's a lovely jacket you *wear/are wearing*.
- Oh, no – it *rains/is raining* again!
- It often *rains/is raining* in England.
- Look. What *does she make/is she making*?
- She *makes/is making* jewellery to earn money.

2 Complete the letter with the verbs in the correct tense, Present Simple or Present Continuous.

Dear Dominika,
 I ¹ _____ (write) to tell you about my visit to my penfriend, Sue, in London. I ² _____ (sit) in my room at the moment.
 I ³ _____ (have) a good time. Every day, I ⁴ _____ (go) out with Sue. We usually ⁵ _____ (visit) a tourist attraction in the morning and then in the afternoon we ⁶ _____ (meet) her friends. We sometimes ⁷ _____ (go) to a sports club near her house. It's good fun!
 It's Sunday morning now. Sue's dad ⁸ _____ (clean) the car and her mum ⁹ _____ (prepare) Sunday lunch. Sue ¹⁰ _____ (listen) to her personal stereo.
 Oh, my mobile phone ¹¹ _____ (ring). Bye!
 Anna

Vocabulary

3 Choose the correct word in each sentence.

- Our *son/sun* is swimming in the *sea/see*.
- There/Their* children are swimming, *too/two*.
- Right/Write* now I'm sitting *buy/by* the pool.
- We sometimes *meat/meet* our friends.
- I can *hear/here* the waves from *hear/here*.

4 Wordbuilding Make adjectives from these nouns.

beauty, crowd, dirt, disgust, expense, fame, friend, importance, luck, noise

Copy the table and put the adjectives in the correct group.

Negative adjectives	Positive adjectives

Add six more adjectives to the table. Compare your table with another student's.

5 Work in pairs. Think of a place in your school but don't tell your partner. Give your partner instructions how to get there from your classroom. Your partner guesses where it is. Use these words.

down, left, next to, opposite, right, through

Example

Go out of the room and turn left. Go down the corridor ...

6 Answer the questions using these prepositions.

at, in, on, from, to, until

Example

1 My birthday is on 31st March.

- When is your birthday?
- When is your school's summer holiday?
- When do you go shopping?
- When does your school day begin and end?
- What hours do your parents work?

Pronunciation

7 Listen to these sounds.

a swimming /ɪ/ b garden /g/

8 Listen to the words. Which sound do you hear?

Example 1 → b

9 Listen to the words again and write them down.

10 Listen to these sounds.

Group 1 /əʊ/ go, know

Group 2 /ɒ/ got, hot

Group 3 /ɔ:/ saw, bought

Put these words into the correct group.

your, long, tall, home, all, sorry, shop, snow, job, August, no, more, coffee, cold, short, small, daughter, dog, sofa, watch, not

11 Listen, check your answers and repeat the words.

➤➤ Now read *Don't Look Now*, Story Spot 2, page 128.

11 Image

In this module you ...

- **talk about** clothes and fashion;
practise describing people
- **listen to** dialogues and descriptions of people
- **read** magazine articles
- **write** a lost property notice
- **learn about** comparative adjectives

Warm-up

1 Look at the people in the photos. Which of them do you think are:

- a very interested in fashion?
- b not interested in fashion?
- c traditional and conservative?

 pages 8-9 and A-Z

 **2** Listen to the Key Words. Find examples of them in the photos.

KEY WORDS: Clothes

boots, dress, earrings, jacket, jeans, jumper, shirt, skirt, shoes, sunglasses, tie, trainers, trousers, top, T-shirt

 **3** Listen to three students. Match them with people in the photos.

 A-Z

 **4** Listen and complete the table with the Key Words below.

KEY WORDS: Describing clothes

bright red, cotton, dark green, denim, leather, light blue, long, narrow, nylon, short, wide

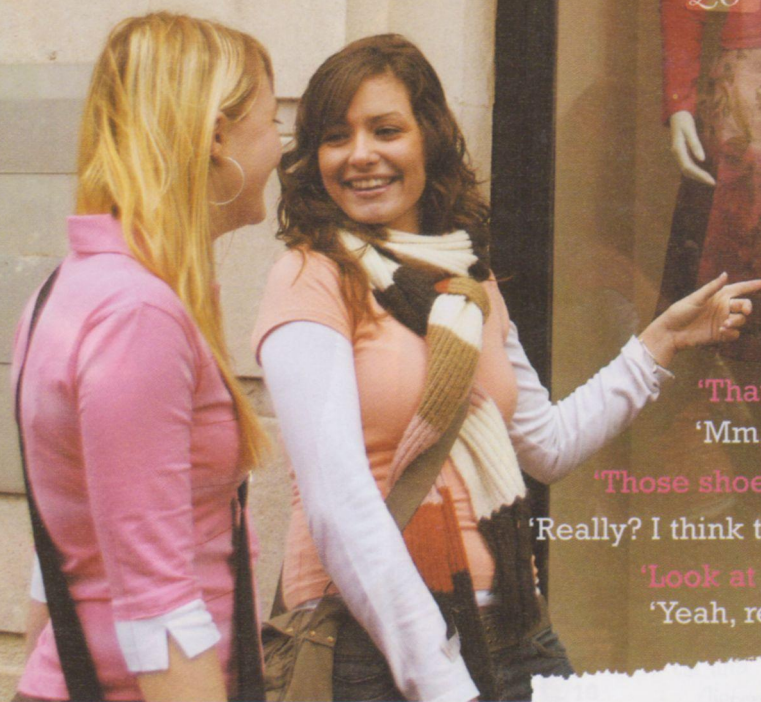
Size	<i>long</i>
Colour	
Material	

5 Work in pairs. Make a list of things that are fashionable at the moment. Tell the class. Do the other students agree?





31 Looking Good



'That's nice. I like bright tops. It's cheap, too.'

'Mm, but this one's **cheaper**. And it's **brighter**.'

'Those shoes are good. They look **comfortable**.'

'Really? I think these are **better**. They look more **comfortable**.'

'Look at that skirt – it's **horrible**.'

'Yeah, really bad. And look, that one's **worse**!'

Before you start



A-Z

- 1 Work in pairs. Look at the photo and read the dialogue. Listen to the Key Words and use them to answer the questions below.

KEY WORDS: **Adjectives**

casual, cheap, colourful, comfortable, expensive, fashionable, formal, practical, smart, trendy

- What do the people think of the clothes?
- What do you think of the clothes in the shop window?
- Where do you buy your clothes?
- What fashionable shops are there near you?
- What famous models do you know?

2 Read the article. Make a list of things that are 'in' or 'out' according to the article.

3 What fashion advice in the article do you disagree with?

You want to look good, so here are our Fashion Tips.

Don't be in a hurry. Have a good look in the shops before you buy clothes. Compare prices – some shops are *cheaper* than others but they often have *more fashionable* clothes than expensive shops. Talk to your friends and ask their opinions. Then go shopping!

Think about your body and your personality. For example, for mini-skirts you need really good legs. And don't wear long jackets if you aren't very tall! Outgoing people don't usually wear dark clothes; they prefer *brighter* colours. Shy people often like *darker* colours.

This year red, black and green are IN. And generally clothes are *more casual* and *less formal* than last year.

For boys, shirts and ties are OUT. Jeans, trainers and leather jackets are IN. Jeans are *wider* than last year's jeans and black denim is definitely IN. Earrings are bad, and tattoos are *worse* – don't be seen dead with one!

For girls, this year skirts are *shorter* than last year. Short leather boots are *trendier* than shoes. Sweatshirts are IN – they are *bigger* and *more comfortable* than jumpers. Dresses and long skirts are definitely OUT!

Style Now

Presentation

4 Look at the examples of comparatives in the table. Complete the table.

one syllable	
bright	<u>brighter</u>
dark	_____
wide	_____
two syllables ending with -y	
happy	<u>happier</u>
trendy	_____
two or more syllables	
casual	<u>more/less casual</u>
comfortable	_____
formal	_____
irregular adjectives	
good	<u>better</u>
bad	_____

Now find more comparatives in the article and dialogues.

5 Match the beginnings and endings of the rules.

- | | |
|---|---|
| 1 We add -er to | a two-syllable adjectives ending with -y. |
| 2 We change -y to -i- and add -er in | b two-syllable or longer adjectives. |
| 3 We put <i>more</i> or <i>less</i> in front of | c one-syllable adjectives. |

6 Read the rule and add comparative forms.

For adjectives that end in one vowel + one consonant, e.g. *big*, we double the final consonant and add -er, e.g. *bigger*.

fat _____	thin _____
hot _____	red _____
sad _____	

7 Complete this sentence with the correct word. How do you say this in your language?

Cheaper shops are sometimes more fashionable _____ expensive ones.

8 **Pronunciation** Listen and write down the comparative adjectives. Then listen again and repeat them.

⇒ Grammar Summary 9, page 143

Practice

9 Complete the sentences with the comparative form of the adjective in brackets.

- Your skirt is _____ (long) than mine.
- I think jeans are _____ (fashionable) now than in the 1970s.
- Red is usually _____ (attractive) than grey.
- I think men look _____ (smart) in ties.
- Cotton clothes are _____ (cheap) than silk clothes.
- Young people usually wear _____ (expensive) clothes than older people.
- You look _____ (good) in _____ (bright) clothes than darker clothes.

10 Look at the pictures. Use the adjectives below to compare the pairs of objects. Add your own adjectives to make more comparisons.

- long, smart, colourful, bright, attractive
- big, fashionable, dark, old, formal
- comfortable, cheap, casual, practical, expensive

Example

- The evening dress is smarter than the summer dress.



11 Work in pairs. Look at the photo on page 84. Compare your clothes with the ones in the shop window.

Example

- A I think my skirt is smarter than the one in the shop window.
B It is. And your shoes are more comfortable than those.

12 **Personalisation** Think about what is fashionable at the moment. Rewrite the magazine article.

Give your article to your partner. Does he/she agree with you?



32 Appearance

Before you start

➡ page 10 and A-Z

1 Add these words to the right group in the Key Words.

fair, fat, long, round, straight, tall, thin

KEY WORDS: Appearance

General: short, medium height, plump

Hair: short, dark, blond, brown, red, curly

Face: square, thin, large or small mouth/nose, big eyes

👂 Listen and check your answers.

2 Work in pairs. Find differences between the three photos.

Example

In photo 2, her hair is fairer than in photo 3.



1

A QUESTION OF IMAGE

CHRISTINA RICCI

is not a typical film star. She doesn't like Hollywood – the parties or the people. She is happier to live on the East Coast of the USA. 'I love the people and the snow there,' she says. Her ambition is not to be rich and famous but to be a good actress: 'I want to be an actress, not a star.' Christina always chooses interesting parts and often works in small, independent films.



2

Christina does not look like a typical glamorous celebrity. However, she is good-looking, with a round face and big eyes. She often plays the parts of strange or bad characters. In *The Addams Family*, Christina's first big success, she played the little girl, Wednesday. She never smiled and was horrible to her brother. In *The Ice Storm*, Christina was Wendy, an angry and unhappy teenager. She was Johnny Depp's girlfriend, Katrina, in the horror film, *Sleepy Hollow*, and she played a depressed university student, Elizabeth Wurtzel, in *Prozac Nation*.

In real life, Christina is very different from her film image. 'I'm very normal,' she says. She lives in New York with her boyfriend, Matthew, and her two cats, Virgil and Vert. She enjoys living a normal life. She likes watching TV, cooking and going out with friends.

Work is also a very important part of Christina's life. She has to travel a lot and works very hard when she is making a film. She also has to give a lot of interviews and go on television because she is a famous actress. Christina is a young person with a very bright future in front of her.



3

Reading

3 Look at the title of the article about Christina Ricci. Guess the topics in the article.

- physical appearance
- family
- film characters
- personality
- school
- ambitions

Read the article and check your guesses.

4 Match the photos (1–3) with the parts (a–c) Christina played.

a Wednesday b Elizabeth c Katrina

5 Read the article again. How is Christina different from a 'typical' Hollywood star?

Vocabulary: Adjectives and Nouns

6 Read the article again. Match the adjectives (1–6) and nouns (a–f).

- | | |
|---------------|-------------|
| 1 typical | a face |
| 2 interesting | b film star |
| 3 round | c future |
| 4 normal | d actress |
| 5 famous | e parts |
| 6 bright | f life |

7 Work in pairs. Cover the text. Take turns to say things about Christina Ricci. Use the words from Exercise 6.

Prepositions A-Z

8 Look at these examples of *with*.

Christina is good-looking, *with* a round face. She likes going out *with* friends.

Use these words and *with* to write sentences.

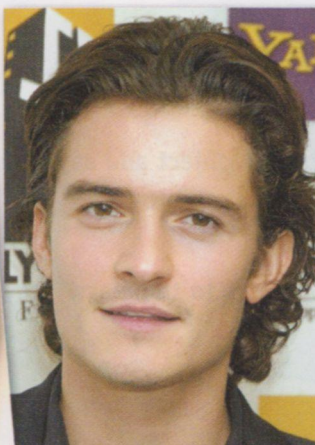
- 1 Christina/worked/Sigourney Weaver in *The Ice Storm*
- 2 Sam/tall and thin/blond hair
- 3 She/lives/her boyfriend in London
- 4 Johnny/works/his brother
- 5 Tim/a square face/a small nose

Listening

9 Listen to the dialogue. Which star on the right are they talking about?



Jude Law



Orlando Bloom



Johnny Depp

10 Listen again and complete the Function File.

FUNCTION FILE

Describing People

What does he ¹ _____ like?
Well, he's got a ² _____ face with a
³ _____ mouth.
He's got ⁴ _____ hair.
And he's got ⁵ _____ blue eyes. I think
he's very ⁶ _____.
He's ⁷ _____ and I think he's ⁸ _____.

Speaking

11 Work in pairs. Ask and answer questions about your friends and family.

Example

- A What does your brother look like?
B Well, he's tall and he's got ...

12 Think of a famous person. Write notes about his/her appearance.

Example

Brad Pitt – square face; big, brown eyes; fair hair

13 Work in pairs. Take turns to describe your person. Don't say his/her name. Guess who your partner describes.

QUOTE ... UNQUOTE

'Don't judge a book by its cover.'

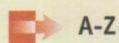
English proverb



33 Communication Workshops

Writing

Before you start



A-Z

- 1 Listen and check the meaning of the Key Words. Do you ever lose things? What?

Example Last year, I lost my wallet.

KEY WORDS: Objects

bag, earrings, glasses, keys, mobile, purse, ring, sunglasses, wallet, watch

- 2 Read the notice. How do you say *either* and *or* in your language? Use the words below to write sentences.

LOST: SUNGLASSES

On Tuesday, I lost a pair of Zak sunglasses in the sports centre. They are dark brown and are in a black plastic case. I left them either in the boys' changing room or near the swimming pool. Please help!

Contact: Freddie Mobbs. Mobile: 626889765

Example

- 1 I left my watch either in the dining room or in the kitchen.

- 1 watch/in the dining room/in the kitchen
- 2 bag/on the table/on the sofa
- 3 umbrella/at the bus stop/on the bus
- 4 dictionary/in the library/in the classroom

A Notice (1)

Write a lost property notice. Follow the stages and use Writing Help 11 on page 137.

Stage 1

Decide what you lost. Choose a favourite possession.

Stage 2

Write a notice about it. Describe the object and say where you lost it. Use *either* and *or*.

Talkback

Work in groups. Read out your notices to the class. They try to guess whose it is.

Example

- A A black leather bag. Lost either in the gym or in the English classroom.
B It's Julia's!



Speaking

Before you start

- 1 Listen to the description. Which of the people in the photo is it?

Describing a Person

Describe a person in a photo. Follow the stages.

Stage 1

Read the Strategies.

SPEAKING STRATEGIES: Preparation

- Use the Key Words from the module to help you prepare for speaking.
- Use expressions from the Function File on page 87.

Choose a person from the photo. Use the Strategies to answer the questions. Write notes.

Example

- 1 → tall/brown hair/square face

- 1 What does she look like?
- 2 What clothes is she wearing?
- 3 What do you think about the clothes?

Stage 2

Work in pairs. Take turns to describe your person.

Talkback

Which clothes in the photo do you like? Which do you dislike? Tell the class your opinions.

12 Celebrities

In this module you ...

- talk about famous people;
- practise making suggestions
- listen to a quiz and dialogues
- read about films and famous people
- write a curriculum vitae
- learn about superlative adjectives

Warm-up

➡ page 7

1 Look at the photos and listen to the Key Words. Answer these questions.

- 1 Which of the people do you know about? What are their jobs?
- 2 Who are your favourite celebrities?
- 3 Who are the top five celebrities in your country? What are their jobs?

KEY WORDS: Jobs

actor, actress, athlete, film director, musician, model, singer, tennis player

2 **Celebrity Quiz** Listen to descriptions of four celebrities in the photos. Who are they?

➡ **Prepositions** A-Z

3 Complete the questionnaire with these prepositions.

about, at, in, on, to

Are You A Real Fan?

Who is your favourite star?

- 1 Do you like looking _____ his/her photo? Yes/No
- 2 Have you got a poster of him/her _____ your bedroom wall? Yes/No
- 3 Do you collect photos of him/her _____ an album? Yes/No
- 4 Do you talk _____ him/her a lot? Yes/No
- 5 Do you watch videos of him/her or listen _____ his/her music every day? Yes/No

Now work in pairs. Ask and answer the questions. Then check the key on page 140.

Alejandro Amenabar

Luciano Pavarotti

Nicole Kidman

Viggo Mortenson

Maria Sharapova

Naomi Campbell



34 Hollywood Greats

Before you start



A-Z

- 1 Listen and put the Key Words into two groups, positive (+) and negative (-). Add more words to each group.

KEY WORDS: Adjectives

all right, boring, brilliant, exciting, funny, good-looking, overrated, talented

- 2 Make a list of three actors, three actresses and three films. Then work in pairs. Take turns to give your opinions about the people and the films.

Example

A I think Keanu Reeves is really overrated.

B I don't like him.

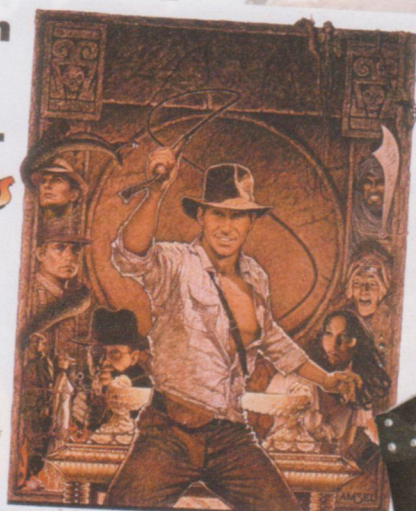
- 3 Read the Hollywood Factfile. Answer these questions.

- Which film is 85 hours long?
- How much did the fourth Harry Potter film cost to make?
- Who directed *Psycho*?
- Which film made more money than any other film?
- How rich is Steven Spielberg?



The Return of the Great Adventure.

RAIDERS of the LOST ARK



Hollywood Factfile

Dracula is the **most popular** film character. There are over 160 Dracula films!

In 1987, J.H. Timmis made **the longest** film in history. It is called *The Cure for Insomnia* and it is 85 hours long!

The **most expensive** film is the fourth Harry Potter film, *The Goblet of Fire* (2005). Director Mike Newell spent about \$308 million!

One of **the funniest** film actors was Charlie Chaplin. In the 1920s, he was probably the **most famous** person in the world – but didn't win an Oscar until 1972!

One of **the best** film directors was Alfred Hitchcock. His films included *Psycho* (1960) and *The Birds* (1963), but he never won an Oscar!

The worst money-maker was *Heaven's Gate* (1980). This was probably **the least successful** film in history! **The biggest** money-maker of all time is *Gone With The Wind* (1939).

The most successful film director of all time is Steven Spielberg. Films like *Jaws*, *E.T.*, the *Indiana Jones* films and *Jurassic Park* made him one of **the highest** earners in Hollywood. In 2004, he was the 205th **richest** person in the world with \$2.5 billion!

Presentation

4 Complete the table using superlatives from the text.

base form	comparative	superlative
long	longer	1 <u>the longest</u>
funny	funnier	2 _____
big	bigger	3 _____
popular	more popular	4 _____
successful	less successful	5 _____
good	better	6 _____
bad	worse	7 _____

Which of the forms in the table are irregular?

5 Look at the completed table in Exercise 4. Which rule below is not correct? Correct it.

We add *-est* to one-syllable adjectives.

We add *-est* to two-syllable adjectives that end in *-y* (*-y* changes to *-iest*).

We put *most* and *least* in front of two-syllable or longer adjectives.

We never put *the* in front of the superlative.

⇒ Grammar Summary 9, page 143

Practice

6 Complete the sentences with the superlative forms of the adjectives in brackets.

- John Lennon and Paul McCartney were _____ (successful) pop songwriters. They wrote 26 number one songs in the USA and 29 in the UK!
- Some people think that Marilyn Monroe was _____ (beautiful) actress ever.
- Italian Niccolo Paganini was _____ (fast) violinist ever. He once played 2,160 notes in three minutes!
- Boris Becker is _____ (young) Wimbledon men's singles tennis champion. He won the tournament in 1985 when he was only seventeen.
- Heike Drechsler is _____ (old) woman to win an Olympic medal. She was 38 when she won the long jump in Sydney in 2000.

7 Look at the information about three actresses. Write sentences about them with superlatives.

	Maria Lopez	Jennifer Mackenzie	Sarah Stewart
young	33	26	29
expensive	\$1.2 million per film	\$2.5 million per film	\$3 million per film
tall/short	1.74m	1.82	1.69
experienced	12 years	3 years	10 years
successful	no Oscars	1 Oscar	2 Oscars

8 Write sentences about the actors below using the superlative form of the adjectives.

popular, funny, good-looking, young, tall, successful, talented, smart, fit

Example

Elijah Wood is the most popular actor in my class.

- Keanu Reeves
- Daniel Radcliffe
- Tom Hanks
- Elijah Wood
- George Clooney
- Orlando Bloom

9 Personalisation Write sentences about your opinions of these things.

Films: the best-looking actor/actress, the best/worst film this year

Music: the best/worst pop singer/pop group/musician

TV: the most interesting/boring TV programmes/presenters

Sports: the most dangerous/exciting sport, the least interesting sport

Players: the most skilful basketball/football/tennis player

Activities: the most/least dangerous/boring/frightening/exciting things to do

10 Work in pairs. Compare your opinions.

Example

A *I think hang gliding is the most dangerous sport.*

B *I don't think so. I think ice hockey is the most dangerous.*





35 Star Watching

Before you start

1 Look at the photos of Kirsten Dunst. What do you know about her? Try to answer these questions.

- 1 What country is she from?
- 2 How old is she?
- 3 What are her most famous films?

Reading

2 Read the article quickly and check your answers for Exercise 1.



3 Read the article again and answer the questions.

- 1 What was her first acting job?
- 2 How old was she when she appeared in her first film?
- 3 Who did she star with in *Interview with the Vampire*?
- 4 What is her most famous part?
- 5 What new project is she working on with her mother?

Watch out for

Kirsten Dunst

One magazine called her 'the coolest girl in the world'; another called her 'the hottest property in Hollywood'. One thing is for sure – she is a star with an exciting future ahead of her.



Kirsten Dunst was born in New Jersey, USA, in 1982. Her acting career began at the age of three when she appeared in her first TV advert – in the end she made more than seventy! She made her film debut with a small part in Woody Allen's *New York Stories* (1989). Shortly after this her family moved to Los Angeles and her film career really started in a big way.

Vocabulary: Wordbuilding

4 Find adjectives in the text for these nouns.

excitement, fame, beauty, romance, success

5 Write five sentences about films and celebrities using the adjectives from Exercise 4.

Example

Lord of the Rings was an exciting film.

6 Read the information about what's on. Listen to Mick and Lucy. What film do they decide to see?

Odeon Cinema: Brad Pitt in *Troy*; Will Smith in *I, Robot*.

Classic Cinema: Humphrey Bogart and Ingrid Bergman in *Casablanca*; Anthony Perkins and Janet Leigh in Hitchcock's *Psycho*

7 Complete the Function File with the words below. Then listen again and check your answers.

about, good idea, I'd like, let's, on

FUNCTION FILE

Making Suggestions

Mick What's ¹ _____ at the cinema, Lucy?

Lucy Let's have a look. I know, ² _____ go and see *I, Robot*. I think Will Smith is really good.

Mick Mm. I don't like science fiction films. What ³ _____ *Troy*?

Lucy No, I don't like Brad Pitt. And people say it's boring.

Mick Well, an old film, then? ⁴ _____ to see *Casablanca* again. It's my favourite film.

Lucy OK. That's a ⁵ _____. Let's do that!

8 Pronunciation Listen and repeat the suggestions and replies.

Speaking

9 Write a short, imaginary 'What's On' page for your town. Think about these things.

concerts, exhibitions, films, plays, sports events

10 Work in pairs. Decide what to do this week. Use your 'What's On' pages.

Example

A Why don't we ...

B No, I don't like ... Let's ...

QUOTE ... UNQUOTE

'Everyone wants to be famous until they are.'

Keith Richards, guitarist in The Rolling Stones

In 1994, she got her big break in *Interview with the Vampire*, performing with famous megastars Brad Pitt and Tom Cruise. Her performance as a creepy kid earned her a Golden Globe nomination, the MTV Award for Best Breakthrough Performance and the Saturn award for Best Young Actress.

The following year, *People* magazine included her on their list of the world's 'Fifty Most Beautiful People'. Over the next few years, she starred in more hit movies including *Little Women* (1994), *Jumanji* (1995), the romantic *Get Over It* (2001) and *Mona Lisa Smile* with Julia Roberts (2003). However, her most successful films are the *Spider-man* films (2002 and 2004) with Tobey Maguire, where she plays the part of superhero Spider-man's girlfriend, Mary Jane.

Kirsten recently started a film production company with her mother but plans to continue acting, too. So what does she want to do next? 'I don't know. You know, I love doing comedies and I love doing more serious films, too.'



36 Communication Workshops

Writing

Before you start

A-Z

1 Look at the photo of Keanu Reeves. What do you know about him?

2 Read the CV and answer these questions for Keanu Reeves.

Example a → Keanu Reeves

- a What's your name?
- b How old are you?
- c Where were you born?
- d What nationality are you?
- e Where do you live now?
- f What schools were/are you at?
- g What work experience have you got?
- h Do you have any other achievements?
- i What languages can you speak?
- j What do you like to do in your free time?

Personal Information

Name: Keanu Reeves.
Date of birth: 2nd September 1964.
Place of birth: Beirut, Lebanon.
Nationality: Canadian.
Address: (for fanmail) Keanu Reeves, c/o Erwin Stoff, 9469 Wiltshire Boulevard, Beverly Hills, CA90212

Education

Primary school: Jesse Ketchum Public School (1967–1978).
Secondary school: De La Salle College and Toronto High School for Performing Arts (1978–1981).

Experience/work

Jobs: Gardener, manager of pasta restaurant, film actor.
Other achievements: Goalkeeper in high school ice hockey team.
Languages: English.

Interests

Music – I play in a group called 'Dogstar'. I also like ballroom dancing.



A CV (curriculum vitae)

Write your CV. Follow the stages and use Writing Help 12 on page 137.

Stage 1

Write notes about your life. For the section on experience/work, include information about holiday or voluntary work.

Stage 2

Use your notes to write your CV. Include one false piece of information.

Speaking

An Interview

Find out personal information about your partner. Follow the stages.

Stage 1

Look at Exercise 2 in the Writing Workshop. Practise answering the questions with your personal information.

Stage 2

Work in pairs. Interview your partner. Guess the false piece of information.

Talkback

Tell the class the false information about your partner.

Example

Robert didn't win an Oscar last year!

Language Problem Solving 3

Indefinite pronouns

⇒ Grammar Summary, page 143

1 Read the dialogue and answer the questions.

- A Hi, Mike, where are our guests? I can't see **anyone**.
- B **Everyone** is in the garden.
- A I see. Have **something** to drink. I've got cola and fruit juice. I didn't get any soda because **no one** likes it.
- B Is there **anything** to eat?
- A Yes. I made some sandwiches and **someone** brought a chicken salad.
- B Where is it? I can't see it **anywhere** here.
- A **Somewhere** in the kitchen. Look in the fridge.
- B Oh, dear. **Someone** put it on the floor and the dog ate **everything**! There's **nothing** left.

Which words in red and blue:

- have a negative meaning?
- are used in questions and negative sentences?
- are used in affirmative sentences?

Do we use a singular or plural verb with the words in blue? Translate them into your language.

2 Complete the sentences with *someone*, *anyone*, *no one*, *everyone*, etc.

- I'll make spaghetti for dinner, _____ likes it.
- Don't make curry, _____ likes it.
- The lesson was really boring – _____ listened to the teacher.
- Can I get you _____ to drink?
- Do you know _____ at this party?
- There was _____ interesting at the exhibition so we left quickly.
- Where is my jacket? I can't find it _____.
- The dinner was a success. _____ was delicious.
- I have to put on my glasses. I can't see _____.
- You can see tourists _____ in London.
- This isn't my umbrella. _____ left it here.
- Put your coats _____ in the bedroom.

it/there

1 Read the sentences in the table.

There ...	It ...
1 <u>There</u> is a bank near here.	3 <u>It's</u> on the corner, I think.
2 <u>There</u> was a film on TV last night.	4 <u>It</u> was a good film. I liked it.

Translate the underlined words into your language. What differences are there between 'it is/it was' and 'there is/there was'?

Which sentences (There ... or It ...)

- say that a thing is/was present in a place?
- say what the thing is, what it is like or where it is?

2 Which word fits the gaps in the sentences below: *it* or *there*? Are the underlined words nouns or adjectives?

- _____ 's late.
- _____ was warm and sunny.

Complete the sentences with *it* or *there*.

- _____ was a great holiday – _____ was a lot of snow and sun.
- _____ is ice on the roads and _____ is dangerous to drive.
- Is _____ anyone here?
- Is _____ you, Kate? No, _____ is Jane.
- _____ was a problem with the car. _____ wasn't serious so we repaired it easily.
- Turn on the light, _____ 's dark in here.
- _____ is too early to go to bed. _____ is a match on TV – let's watch it.
- _____ isn't much to eat. Is _____ too late to go shopping?

3 Describe your favourite season. Use these words and *it* or *there*.

rain, cloudy, fog, sun, cold, ice, windy, warm

Example

I love spring. It's usually quite warm ...



Review 11 and 12

Grammar

1 Complete the sentences with the adjective in the correct form, comparative or superlative.

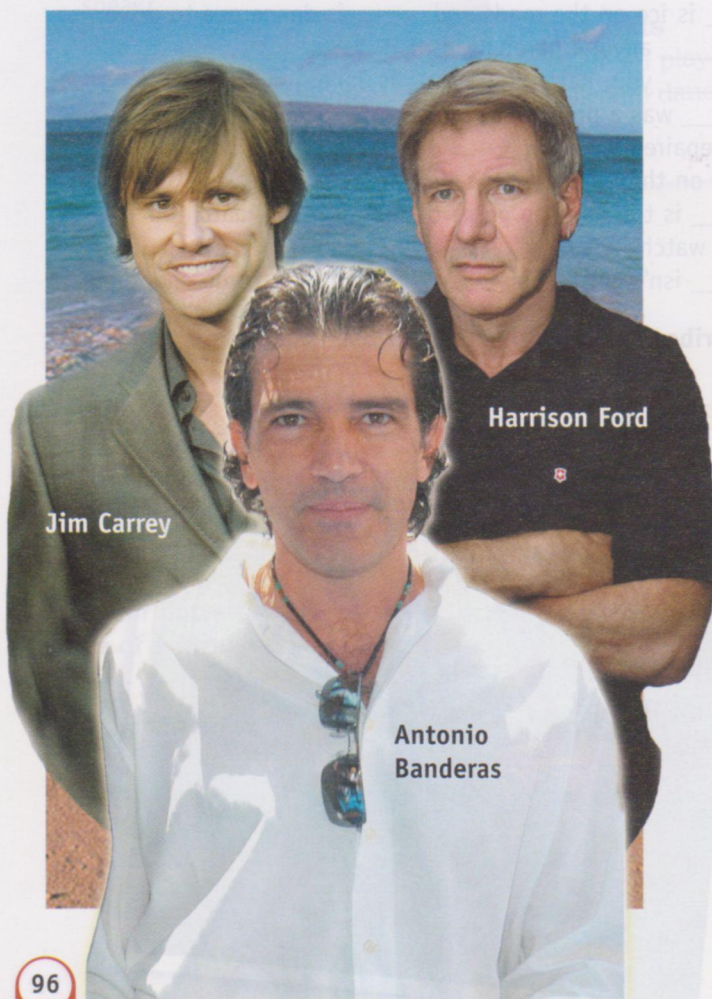
- 1 I bought the _____ (cheap) trainers in the shop.
- 2 A sweatshirt is _____ (comfortable) than a shirt and tie.
- 3 My dad likes jeans but he wears _____ (formal) clothes for work.
- 4 That was the _____ (exciting) match in the World Cup.
- 5 I think jeans are _____ (practical) than trousers.
- 6 This is their _____ (good) album. It sold over a million copies.
- 7 It was the _____ (happy) day of my life.
- 8 People usually wear _____ (bright) clothes in summer.

2 Compare the three celebrities in the photos. Use the adjectives below.

famous, funny, good-looking, intelligent, old, popular, successful, talented

Examples

Antonio Banderas is older than Jim Carrey.
Harrison Ford is the oldest.



3 Make a list of five celebrities from your country and five celebrities from other countries. Use the adjectives from Exercise 2 to compare them. Write ten sentences.

Example

*I think the tennis player Lleyton Hewitt is **more talented than** Gustavo Kuerten. But Boris Becker was **the most talented** player.*

4 Work in pairs. Take turns to say your sentences from Exercise 3. Do you agree with your partner?

Vocabulary

5 Rewrite the description using the opposites of the underlined adjectives.

Example He's quite young ...

He's quite old. He's short and plump. He's got a round face with small eyes. He's got long, fair hair. He's very shy. He's quite lazy and he thinks his job is boring.

6 Wordbuilding Make nouns from the adjectives in brackets.

I like Calista Flockhart. She showed that she had **1** _____ (talented) in her early days in the theatre, but the money was a **2** _____ (disappointing). She finally found **3** _____ (successful) with *Ally McBeal* and the TV series gave her international **4** _____ (famous).

Pronunciation

7 Listen and write down the words.

Example 1 → leather

8 Listen again and repeat the words.

8 Listen to the three sounds.

a /æ/ bad b /e/ bed c /ʌ/ but

Listen to the words. Which sounds can you hear, (a, b or c)?

Example 1 → c and b

Listen again and write down the words. Then listen and repeat them.

13 Volunteers

In this module you ...

- **talk about** helping people; **practise** telephoning and describing an event
- **listen to** monologues, a dialogue and a telephone conversation
- **read** an article and a notice
- **write** a notice for an event to raise money
- **learn about** the future with *be going to*

Warm-up



A-Z

- 1 Listen to the Key Words. Which of the activities can you see in the photos?

KEY WORDS: Voluntary work (1)

do voluntary work (e.g. visit old people, clean up beaches, plant trees)

raise money for a charity (e.g. collect money in the street, go on a sponsored walk or run)

give money, toys, clothes or food to charities

take part in local or school events (e.g. concerts, parties)

- 2 Listen to three people. Which activities do the people do?

3 Choose the correct definitions of the word 'volunteer':

- Someone who works *for* money/*not for* money.
- Someone who does something because *he/she* wants to/*has* to.

4 Make a list of activities that:

- you do to help other people.
- you do because you want to, not because you have to.

5 Work in pairs. Use the Key Words to ask and answer questions about what you do.

Example

A Do you do any voluntary work?

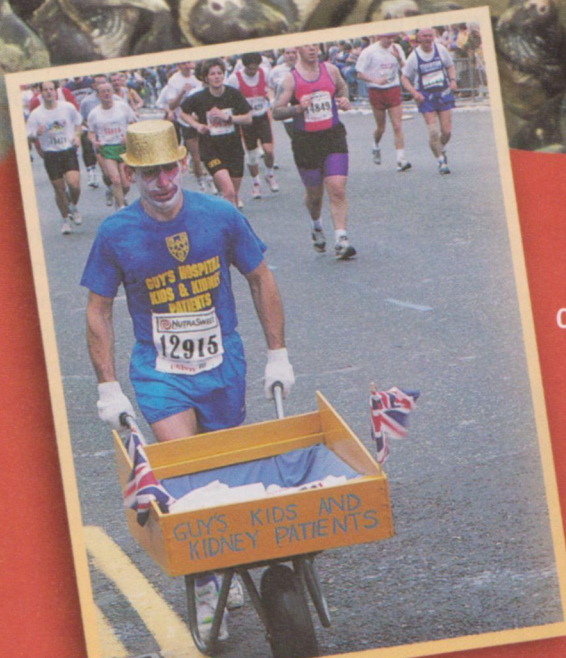
B Yes, I do. I help clean our park.



A



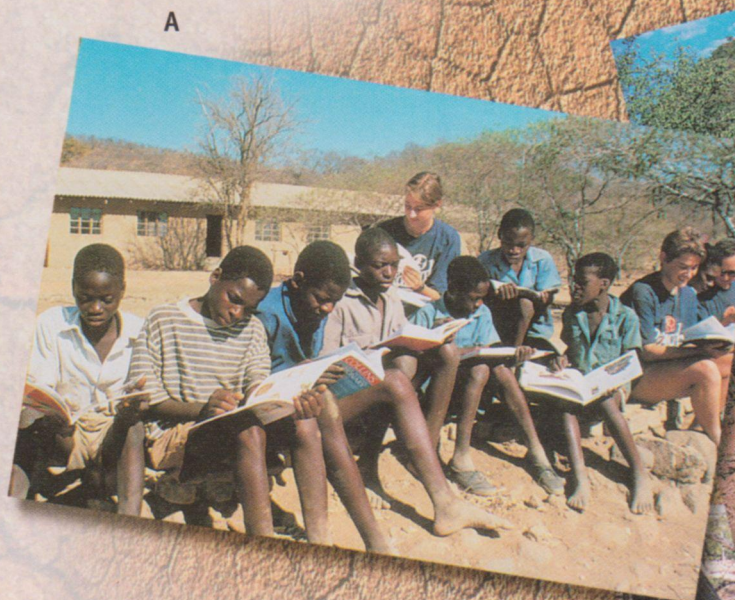
B



C



37 Voluntary Work



Before you start



A-Z

- 1 Listen to the Key Words. Which activities can you see in the photos?

KEY WORDS: Voluntary work (2)

help in a hospital, plant crops or trees, teach in a primary school, work with animals, work with orphans, work with refugees/homeless children

- 2 Would you like to do voluntary work abroad? Where would you like to go? What would you like to do? Use the Key Words.

- 3 Read the interview. What kind of voluntary work would Diane like to do?

- 4 Listen to the interview and complete it with these words.

this summer, next year, next autumn, two months, six months

When they finish school, a lot of young people in Britain don't go straight to university. They take a year off (a 'gap year') to work or travel. Graham Hicks (GH) is a careers teacher and he is interviewing Diane Kempton (DK) about her plans.

- GH So Diane, what are you going to do ¹ _____ ?
 DK Well, I'm going to take a year off before university.
 GH What are you going to do?
 DK I want to do voluntary work in Africa for ² _____ .
 GH What kind of work are you going to do?
 DK I'm going to work for an organisation called 'Schools in Africa'.
 GH That's interesting. But these organisations need trained people, don't they?
 DK I know. But I'm not going to teach. I'm going to help build schools. I have to do a course for volunteers ³ _____. You know, in first aid and that kind of thing. My brother's a doctor. He's going to help me ⁴ _____.
 GH So, after that, what do you want to study at university?
 DK I'd like to study medicine. I know it's difficult to get a place but I'm going to study really hard for the next ⁵ _____. I'd like to get three As in my exams!

Presentation

5 Complete the table with *am*, *is*, *are*, *going* and *to*.

<i>be going to</i>	
Affirmative	
I am going to study very hard.	
You/We/They are ¹ _____ to do voluntary work.	
He/She ² _____ going to help me.	
Negative	
I ³ _____ not going ⁴ _____ teach.	
He/She is not going to help me.	
You/We/They are not going to take a year off.	
Questions	Short Answers
Are you going to study medicine?	Yes, I am.
Is he/she going to help you?	No, he/she isn't.
What ⁵ _____ you/we/they ⁶ _____ to do next year?	

6 Which sentence (a, b or c) does not give the same information as:

I'm going to study medicine.

- a I'm studying medicine.
- b I'm planning to study medicine.
- c I decided to study medicine.

⇒ Grammar Summary 10, page 144

7 Pronunciation Listen to the sentences from the interview. In which of them (1–6) can you hear *gonna* (for *going to*)?

Practice

8 Complete each sentence with the correct form of *be going to*. Use *not* where necessary.

- I love animals. I _____ be a vet.
- Your marks are very bad. _____ you _____ study harder next term?
- John has to go home by bus. He _____ drive because his car is in the garage.
- There's an interesting documentary on TV tonight. I _____ watch it. Are you?
- Let's take a taxi! I _____ walk fifteen kilometres in the rain!
- They are training very hard. They _____ play in the final.

9 Imagine you are in the situations below. Write sentences about what you are *going to* do.

Example

1 I was late for school again today.
I'm going to get up earlier tomorrow.

- I was late for school again today.
- I have a maths test tomorrow.
- I have a headache.
- My room is very untidy.
- I'm tired.
- I'm hungry.
- It's my sister's birthday next week.

10 Work in pairs. Guess what your partner is *going to* do in each situation from Exercise 9.

Example

- A I was late for school today.
B Are you going to go to bed early tonight?
A No, I'm not.
B Are you going to buy an alarm clock?
A Yes, I am.

11 Personalisation Work in groups. What are your plans for when you leave school?

Example

I'm going to do a computer course.

Prepositions A-Z

12 Look at the two sentences from the interview.

I want to do voluntary work **for six months**. (for + period of time)
I have to do a course for volunteers **next autumn**. (specific time)

Complete the sentences with *for* where possible.

- My grandmother's coming to stay _____ next week.
She's going to stay _____ a month.
- I'm going to study a lot _____ next weekend. I'm going to study _____ three or four hours a day.
- I went to London _____ a month. I went there _____ last year.
- I usually watch television _____ a couple of hours a day. I'm not going to watch it _____ this weekend because I've got exams soon.



38 Raising Money

Before you start



A-Z

- 1 Listen to the Key Words. Which of the causes would you like to raise money for? What local causes do you think are important?

Example to build a sports centre in my area

KEY WORDS: Causes

the environment, help for blind people (e.g. guide dogs), help for disabled people, hospitals, homes (e.g. an orphans' home), medical research (e.g. cancer research), protection of children or animals

- 2 **Your Culture** Which causes do people raise money for in your country?

- 3 Look at the photos. Think of two fun ways of raising money for charity at your school.

Example a rap concert/a silly clothes day

Some people go on sponsored walks, runs or marathons to raise money for charity. Other people organise dances, concerts, dinners or sports competitions. However, there are some wackier ways to get money for your favourite charity. You can have fun and raise money at the same time!



Reading

- 4 Read the article about ways of raising money. Match the titles (a-i) with the paragraphs (1-8). There is one extra title.

- | | |
|--------------------|----------------------|
| a Crazy Clothes | f Ridiculous Records |
| b Great Games | g Wacky Races |
| c Extreme Sports | h Marathon Events |
| d Horrible Hobbies | i Cool Competitions |
| e Silly Sponsors | |

- 5 Which things in the text would you like to do? Which would you not like to do? Tell the class.

Example

*I'd like to have a 'bad hair day' at this school!
And I'd like to ...*



- 1 Karaoke and talent shows are popular and you can organise your version of *Pop Idol*. Other good competitions are guessing the weight of animals or people, and music and sports quizzes. Computer games competitions are fun, too.
- 2 Fun football can include three-legged games or teams with teachers versus students or mums versus dads. Water battles between two teams are popular on hot days in the summer. Murder and mystery games are good fun on dark winter nights.
- 3 Get a group of your friends to abseil down a local building, go parachuting or go bungee jumping. But check safety first!
- 4 Organise an unusual animal race. Pig, goldfish, cockroach and duck races are all popular. Wacky human races include three-legged races, egg and spoon races and bed races.

Vocabulary: Collocation

6 Match the verbs (1–9) from the text with the words (a–i).

- | | |
|------------|---------------------|
| 1 raise | a sunglasses |
| 2 break | b a bath |
| 3 wear | c your bedroom |
| 4 clean | d chess |
| 5 play | e a competition |
| 6 organise | f fun |
| 7 have | g a record |
| 8 have | h parachuting |
| 9 go | i money for charity |

7 Complete the sentences with verbs from Exercise 6 in their correct form.

- We have to _____ the kitchen tomorrow.
- I'm going to _____ a karaoke competition in the summer.
- I didn't _____ a bath last night – I _____ a shower.
- She _____ the Olympic record for the 100 metres.
- They _____ €4,000 to buy new computers for the school.
- Next week, I'm going to _____ bungee jumping with some friends.

5 Organise a marathon with a difference. Invite your friends to your house and watch as many James Bond films as you can in one night. Or, do the same playing chess, dancing, reading, painting or doing aerobics. Kissing marathons are particularly popular!

6 People at your school or office pay to wear sunglasses, silly ties or bad hair. Or, you can have a 'red nose day' when people put on red noses and crazy clothes.

7 People sponsor you to be really silly. You can walk backwards all day, clean your bedroom with a toothbrush or have a bath in baked beans. Or, you can tie your legs to a friend and go everywhere together for the day at school or work.

8 Find sponsors and try to break a record. How many people can you get into a phone box? How many cockroaches can you eat in one minute? (The record, by the way, is thirty-six!)



Listening

8 Listen to the phone call. Which of the things is Sally not phoning for?

- a to ask for a sponsor for a sponsored walk
- b to raise money for cancer research
- c to ask for a sponsor for the school magazine

9 Listen again and complete the Function File using the words below.

afraid, pass on, phone, sorry, please, could, for, sponsors, help, take

FUNCTION FILE

Phone Calls

- A Allens Bank. Good morning. Can I ¹ help you?
- B ² _____ I speak to Mrs Smithson, please?
- A I'm ³ _____ she's out at the moment. Can I ⁴ _____ a message?
- B Yes, ⁵ _____. My name is Sally Thornton.
- A ⁶ _____, can you spell your surname, please?
- B Yes, it's T - H - O - R - N - T - O - N. I am at Lawnside High School. We are organising a sponsored walk next month. It's ⁷ _____ cancer research. We are looking for ⁸ _____.
- A Have you got a ⁹ _____ number?
- B The school number is 0899 873275.
- A I'll ¹⁰ _____ the message to Mrs Smithson.
- B Thank you very much.

10 Pronunciation Listen and repeat the sentences.

Speaking

11 Work in pairs. Act out the dialogue in the Function File. Change this information:

names: e.g. Mark Thomas/Julia Lloyd/Mr Jones/Mrs Lewis

reason for ringing: looking for sponsors for: a singing competition/a school play/a concert/a sponsored cycle ride

for: cancer research/a children's home/disabled children/the elderly

telephone number: e.g. 0376 657989

QUOTE ... UNQUOTE

'The person who helps others helps himself.'
Confucius, Chinese philosopher, 551–478 BC



39 Communication Workshops

Writing

Before You Start

A-Z

1 Read the notice and answer the questions.

- 1 Why is the school looking for volunteers?
- 2 What charity is the event for?
- 3 How can volunteers raise money?

2 Linking Complete the text with *to* or *for*.

A Notice (2)

Write a notice. Follow the stages and use Writing Help 13 on page 138.

Stage 1

Decide on a cause and choose an activity to raise money.

Example

a local children's home – a sponsored bike ride

Stage 2

Decide on the organisation of the event. Think about:

- the time and place
- what volunteers have to do
- advice to volunteers

Stage 3

Use your notes to write your notice.

Stage 4

Check your writing for mistakes.



24-HOUR DANCE MARATHON!

17-18 March: Ashgrove Comprehensive

Have fun and raise £1,000 ¹ *to/for* cancer research at the same time! We need volunteers ² *to/for* help us. Dancing is from 6 p.m. on Friday until 6 p.m. on Saturday! We provide drinks and sandwiches ³ *to/for* tired dancers and cool music ⁴ *to/for* dance to!

What you have to do:

Give your name and get a sponsor form.

Find people ⁵ *to/for* sponsor you for each hour that you dance, e.g. £3 an hour. Ask your family, friends and neighbours.

Come to the dance at 6 p.m. Wear comfortable clothes and get ready ⁶ *to/for* a good time!

Sponsor forms from Alice Coates (Class 6C) or Tim Hanton (Class 6C).



Speaking

Describing an Event

Describe an event to raise money. Follow the stages below.

Stage 1

Imagine you organised your event in the Writing Workshop. Write notes about these things:

- the work you did to prepare for it (write notices/get volunteers, etc.)
- the time it started/how many people came/what happened (e.g. which group won)
- how successful it was/how much money you raised

Stage 2

Read the Strategies.

SPEAKING STRATEGIES: Checking

- When you don't understand something important, ask the other person to repeat it (e.g. *Sorry, can you repeat that, please?*) or ask them to clarify (e.g. *What do you mean by that?*).

Work in groups. Tell the others about your event. Use the Strategies to check that you understand.

Talkback

Which was the most interesting event in your group? Tell the class.

14 Shopping

In this module you ...

- read a catalogue, an Internet page and an email
- talk about your shopping habits; practise shopping
- listen to a survey and dialogues
- write an email asking for information
- learn about will for making predictions

Warm-up

1 Look at the photos and describe the scenes. Which activities do you enjoy? Tell the class.

2 Listen. Where are the people?

- in a music shop
- in a shopping centre
- in an expensive clothes shop
- in a street market

3 Work in pairs. Ask and answer the questions.

- 1 What kind of shops do you like going to?
- 2 What shops do you dislike?
- 3 What things do you enjoy buying?
- 4 How often do you go shopping?
- 5 Who do you usually go shopping with?
- 6 Do you like window shopping?

What are you? And your partner?

- a real shopaholic
- a serious shopper
- not interested in shopping

4 Match the Key Words with these prices.

€12.30, £10.99, \$3.00, \$9.50, €0.50, £5.20, 40p, €6.50, 50c

KEY WORDS: Prices

UK: five pounds twenty, forty pence (p), ten pounds ninety-nine

US: three dollars, fifty cents, nine fifty

EU: six euros fifty, fifty cents, twelve euros thirty

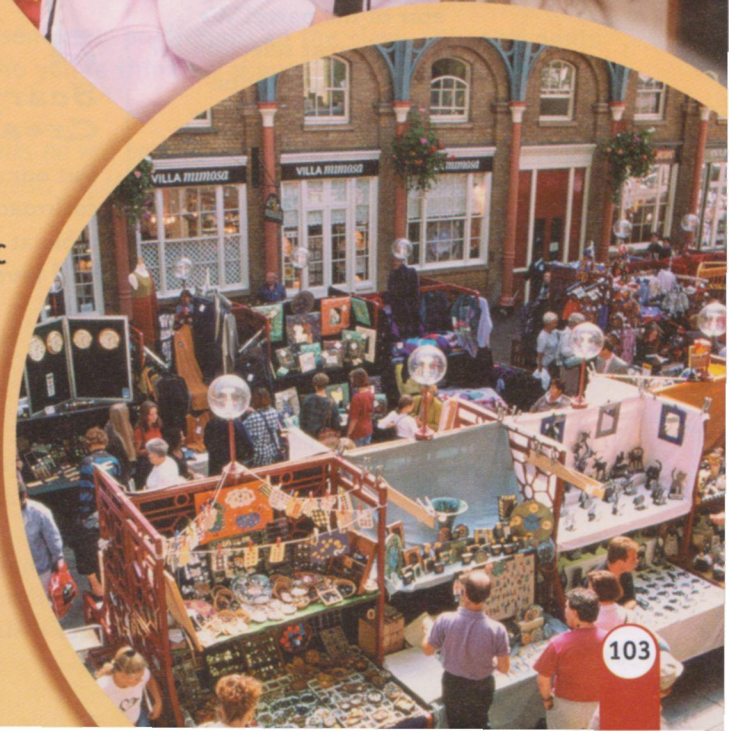
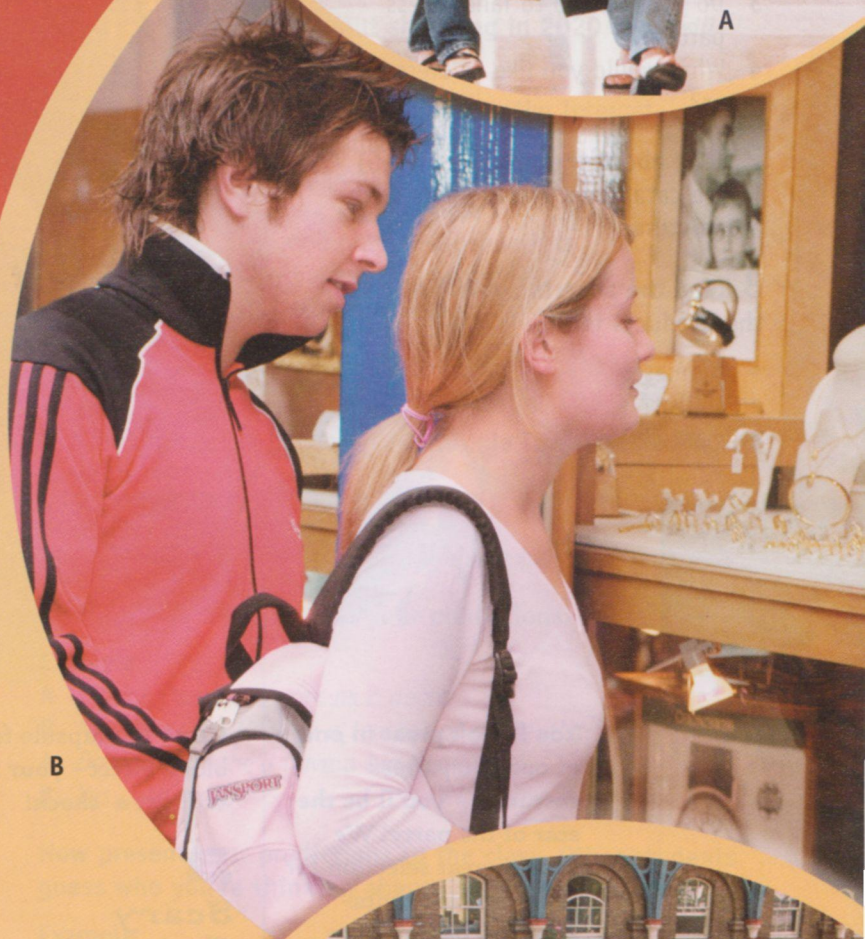
5 Listen and repeat the prices.

5 Work in pairs. Practise asking for and giving prices of objects in the class.

Example

A How much is that bag?

B It's nine pounds fifty.





40 Joke and Party Shops

Before you start

1 Work in pairs. Ask and answer the questions.

- Do you or your friends ever play practical jokes (e.g. put a joke spider on someone's chair)? Do you find them funny?
- What practical joke would you like to play?
- Do you ever go to fancy dress parties?
- What would you like to dress up as?

2 Read about the products (A-G) in the catalogue. Match them with the pictures (1-7).

3 Read the adverts again. Which of the products is the:

- funniest?
- silliest?
- most childish?



A

Fancy Dress

You'll look great in one of our fancy dress costumes – **you'll be the star** of the party! We have a great selection for children and adults. Popular costumes are Batman, Spiderman and Catwoman.

B

Joke Teeth

We have a fantastic selection of strange teeth. You can talk naturally with the teeth. **People will look at you** very strangely!

C

Blood Capsules

Chew the capsule for a real blood effect – **your friends will get a shock!**

D

Scary Creatures

Put our realistic plastic cockroach or spider on the table at supper. **Your family will love you!**

E

Talking doorbell

The doorbell with a Jekyll and Hyde personality! When visitors ring, it says something nice – or something nasty! **Will they ever visit you again?**

F

Joke Cigarettes

They look like real cigarettes and they have real smoke but **you won't get ill**. Remember – only real idiots smoke!

G

Laughing Mirror

The mirror with a sense of humour – it laughs when someone stands in front of it!

Presentation

4 Complete these sentences from the text with *will* or *won't* (*will not*).

- 1 People _____ look at you very strangely.
- 2 You _____ get ill.
- 3 _____ they ever visit you again?

5 Look again at the expressions with *will* and *won't* in the text and complete the rule.

We use *will/won't* + infinitive to talk about
 a what we decide to do
 b what we think is possible or likely in the future

⇒ Grammar Summary 11, page 144

Practice

6 Use the words with *will* or *won't* to make sentences about special ice cream: affirmative (+), negative (-) or questions (?).

- 1 the/make/ice cream/your/green/tongue/ (+)
- 2 ice cream/have/the/a bad taste/ (?)
- 3 long/colour/stay/ (-)
- 4 ill/we/get (?)
- 5 you/a stomachache/have (-)
- 6 friends/surprised/be/your/or/scared/ (+)



7 Predict your friends' reactions to the jokes and news below.

Example

- 1 You hide your friend's school bag.
She will get very angry. She will shout at you.

- 1 You hide your friend's school bag.
- 2 You put a spider in your friend's bed.
- 3 Your friends hear on TV that Brazil beat Germany in football.
- 4 Your friend gets a letter saying they have won \$1000.
- 5 You put salt instead of sugar into your friend's tea.
- 6 Your friend gets an invitation to *Pop Idol*.

8 Give your opinions about shopping in 2020 with *will* or *won't*.

- 1 We _____ do most of our shopping on the Internet.
- 2 Small local shops _____ disappear.
- 3 People _____ stop shopping in street markets.
- 4 Funny gadget shops _____ become very popular.
- 5 People _____ buy food only in supermarkets.
- 6 We _____ buy newspapers and magazines.
- 7 Computers _____ become very cheap.

Add other predictions of your own.

9 Personalisation Choose three people in your class. Write predictions about their futures.

Example

Peter will work as a doctor. He will have a big family.

10 Work in pairs. Discuss your predictions.

Example

- A *I think Peter will work as a doctor.*
 B *No, he won't. He'll be a teacher or a scientist.*
 A *Do you think he'll have a big family?*
 B *Yes, I think so.*

Now present your predictions to the class. Other students guess who you're thinking about.

Example

Anna thinks he will be a doctor and I think he will be a teacher or a scientist. We think he will have a big family ...





41 Real or Virtual Shopping

Before you start

pages 8-9 and A-Z

- 1 Listen to the Key Words. Do you know your size for T-shirts, shoes and trousers?

KEY WORDS: Sizes

T-shirts/jumpers etc: extra small (XS), small (S), medium (M), large (L), extra large (XL), extra extra large (XXL)

Shoes/trousers etc: e.g. size 42

Reading

- 2 Read about the different shops on the website. Which part of the website would you visit first?

- 3 Read the web page again. Match these websites with the numbers (1-10).

LondonRock.com	Gift2000.com
Jeans-R-Us.com	TopShirts.com
Ticketsforyou.com	IntouchMobiles.com
Sportswear.com	Books'n'films.com
Bags&things.com	Beachworld.com

Back Forward Stop Refresh Home Favorites History Search AutoFill Larger Smaller Print Mail Preferences

Address: WWW.OPPORTUNITIESSHOP.COM Go

OpportunitiesShop.com

Shopping Directory

Gift Shop

Contact Us

Join Our Mailing List

Advertise

Children

Teen Shop

Women

Men

Check out these other Teen Shop pages!

Horoscopes

Summer Jobs

Penfriends

Online Magazines

Top Euro football shirts – Milan, Arsenal, Manchester United, Barcelona. Buy them at **1** for the lowest prices around. And all our shirts are totally authentic!

For the biggest selection of jeans on the Net, visit **2**. We also have a new selection of trousers. A fantastic variety of different styles and colours – and all sizes are available.

T-shirts with pictures of an enormous choice of Hollywood stars: Will Smith, Keira Knightley, Renée Zellweger, Johnny Depp. Hundreds more. XS, S, M, L, XL and XXL. Visit **3**.

Want something to read? Feel like watching a film? At **4** you'll find what you're looking for. Buy two books or films and get one free!

This bag is real leather and it's only £20! And we've got lots more at **5**. Shoulder bags, handbags, scarves and belts for all occasions.

Choose from literally thousands of CDs, cassettes and records. Low prices and quick service. We guarantee delivery within three days. Find what you're looking for at **6**.

At **7** you can find out about what's going on near you. Buy tickets online and save time and money! Send tickets to your friends as presents. They'll love it!

Look really cool on the beach this summer. See our stylish selection of swimsuits, T-shirts, shorts, etc. **8**.

Are you looking for something special for someone's birthday? At **9** we are sure to have it – jewellery, watches, posters, books, computer games for people of all ages.

Bored with your old mobile? We have the latest generation mobile phones at bargain prices at **10**. Don't miss our new selection and this month's special offers.

4 Read the Strategies.

READING STRATEGIES: Using pronouns

- When you see pronouns (e.g. *we, it, them*), make sure you know who or what they refer to.
- Check the sentences before or after the pronouns because pronouns can refer back or forward to something or someone in a text.

Find these sentences in the text. What do the words in *italics* refer to?

- 1 Buy *them* at Sportswear.com. (section 1)
- 2 *We* also have a new selection of trousers. (section 2)
- 3 Buy two books or films and get *one* free. (section 4)
- 4 This bag is real leather and *it's* only £20! (section 5)
- 5 *They'll* love *it*. (section 7)
- 6 See *our* stylish selection of swimsuits, ... (section 8)

Vocabulary: Singular and Plural



A-Z

- 5 Listen to the Key Words. Which of them do not have a singular? What is the singular of the other words?

KEY WORDS

children, clothes, jeans, men, people, scarves, shorts, trousers, watches, women

6 Rewrite these sentences in the plural.

- 1 The man spoke to the child.
- 2 She took the scarf out of the box.
- 3 The boy bought a digital watch.
- 4 This shoe is hurting my foot.
- 5 The woman is wearing blue jeans.

QUOTE ... UNQUOTE

'Nowadays people know the price of everything and the value of nothing.'

Oscar Wilde,

Irish writer (1854–1900)

Listening

- 7 Listen to four people talking about shopping online. What advantages and disadvantages do they mention? Complete the notes.

Advantages	1 On the Net, things are ... 2 You can look at websites to ...
Disadvantages	3 Someone can find out your ... 4 On a website you can't ...

- 8 Listen to two dialogues and complete the Function File with these words.

size, how much, too (x2), try, here you are, enough, in, can I help, have you got

FUNCTION FILE

Shopping for Clothes

Dialogue 1

- Boy Excuse me?
Man Yes, can I help you?
Boy Yes, please. ¹ _____ these jeans in black?
Man What ² _____ are you?
Boy I'm size 36.
Man Just a moment. Here you are.
Boy Where can I ³ _____ them on?
Man Over there.
Boy They're ⁴ _____ small. Can I try on the next size?
Man Certainly.
Boy ⁵ _____ are they?
Man Er, those are thirty-five pounds.
Boy Oh, sorry. They're ⁶ _____ expensive.

Dialogue 2

- Man ⁷ _____ you?
Girl Have you got these trainers ⁸ _____ size 42?
Man Yes, ⁹ _____.
Girl No, they're not very comfortable. They aren't wide ¹⁰ _____.

Speaking

- 9 Choose something you want to buy from the list below. Decide on the size, the colour and how much you want to pay.

a jacket, a pair of jeans, a pair of shoes, a shirt, a skirt, a pair of trainers, a T-shirt

Now work in pairs. Take turns to be the customer and the shop assistant. Use expressions from the Function File.

Example

- A Excuse me.
B Yes, can I help you?



42 Communication Workshops

Writing

Before you start



A-Z

1 Nigel wrote an email to Posterworld. Which Key Words do you think he mentions?

KEY WORDS: **Products**

catalogue, colour, cost of postage, material, price, size, selection, style

Listen and repeat the Key Words.

2 Read the email and check your guesses.

An Email

Write an email asking for information about something you want to buy. Follow the stages and use Writing Help 14 on page 138.

Stage 1

Think of a product and write notes about the information you need.

Example

Jeans: colours?/materials?/style?/catalogue?/size?/length?

Stage 2

Invent these things.

- your email address
- the name of a website

Stage 3

Copy the email form and write your email.

Talkback

Work in pairs. Read each other's emails. Take turns to be the manager of the website. Phone your partner and give him/her the information.

Posters

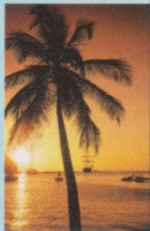
Go To: www.posterworld.com What's Related

Posterworld

Have you got a comment, request or question about our services? Use the form below to contact us.

Name Nigel James Graves
Address 23 Elton Avenue, Melbourne, Australia
Email address <njgraves@springer.au>
Subject Sports posters

Comments / Questions
I would like more information about the sports posters on your website:
 * What is the exact size of the posters? It doesn't mention that on the website.
 * Do the posters cost more for people out of the UK? How much does postage cost for people in Australia?
 * What selection of tennis posters have you got? Could you please send me a catalogue by post.

Speaking

Before you start

Listen to a dialogue in a shop. What does the girl buy?

A Roleplay

Act out a dialogue between a customer and a shop assistant. Follow the stages below.

Stage 1

Half of the class are customers and half are shop assistants.

Customers

You have £100 to spend. Imagine you want to buy some of the things below. Think about details, e.g. a Real Madrid football shirt, a Cameron Diaz poster, some gold earrings, etc.

Shop assistants

Decide the price of the things.

a CD, a computer game, some earrings, a football shirt, a mobile phone, a poster, a sports bag, a T-shirt, a watch

Stage 2

Work in pairs. Act out a dialogue in a shop. Use expressions from the Function File on page 107.

- Ask to see something.
- Say what you don't like and why (e.g. colour, size, design, price).
- Ask to see an alternative.

Talkback

Who bought the most things? Who spent the least money? Tell the class.



Culture Corner 4

LONDON MARKETS

1 Look at the photos in the brochure. Which markets do you think have these things?

1 stamps 2 expensive clothes 3 fruit and vegetables 4 music CDs 5 old books

London has got 40,000 shops and over 300 street markets. It is a great place for shopping!

Portobello Road is the world's largest market for antiques and collectors' items. It's got: old books, boxes, bottles, cameras, carpets, clocks, drawings, furniture, handbags, lamps, paintings, photos, postcards, radios, stamps, telescopes, tins, toys and watches.



Camden Markets (there are five of them) are open seven days a week. They are great markets for young people: you can find a fantastic variety of music CDs and amazing clothes for going to night clubs!



Covent Garden is London's old fruit and vegetable market. Now it has fashionable shops with designer clothes and jewellery. There is an indoor market with crafts, clothes and food. Covent Garden is fun because it often has street musicians and mime artists.



Borough Market in south-east London is one of the capital's oldest and largest food markets. It is open on Fridays and Saturdays and you can buy food from all over the world: fruit and vegetables, cheese, meat and seafood. You can often see famous London chefs shopping there.

2 Read the brochure and check your answers to Exercise 1.

3 Which markets would these people go to?

- Jamie Morris is 23. He works for a famous London restaurant and is looking for some new ideas to expand the menu.
- Karen Katz, 18, loves going out and wants to find ideas for new clothes.
- Susan Jeffrey, 38, is looking for a nice dress for her sister's wedding.
- Cam Schinham, 29, is an American tourist and he wants to buy nice clothes and have fun.
- Colin Filey, 39, collects old bottles and boxes.

4 Which of the markets would you like to go to?

Project Option: **MARKETS**

Work in groups.

- Make a list of good shops and markets in your area. Say what they're good for:

Example

Cable Street Market – good for T-shirts and cheap CDs

- Use your list to prepare a short tourist brochure about shopping.

Review 13 and 14

Grammar

1 Complete the sentences with *will*, *won't*, *(am/are/is) going to* or *not going to*.

- 1 I am going to study hard for the exams.
- 2 In the future, people _____ probably do all their shopping on the Internet.
- 3 I think a lot of shops _____ disappear in the future.
- 4 My sister _____ start dancing classes. She's very excited about it.
- 5 Short trousers _____ be in fashion next year.
- 6 When _____ you _____ tidy your room?
- 7 There _____ be a woman president of the USA in the next ten years.
- 8 I _____ do a lot of homework this weekend.

2 Work in pairs. Ask and answer these questions about what *you* are going to do ...

- this evening
- this weekend
- this month
- next summer
- when you leave school

Example

A What are you going to do this evening?

B This evening, I'm going to stay in and do my homework.

3 Write five sentences about things that you are *not going to do* in the future.

Example

I am not going to start smoking.

Vocabulary

4 Choose the correct word in brackets.

- 1 That Ethiopian runner *broke/made* the world record last night.
- 2 Her father works *with/by* refugees.
- 3 I sometimes *do/make* voluntary work for a charity.
- 4 Last month, I went *on/in* a sponsored walk.
- 5 She loves *going/playing* parachuting.
- 6 We *had/made* a lot of fun last weekend.
- 7 A group of volunteers cleaned *out/up* the park.

5 Complete the sentences with these prepositions.

for, in, at, from, to

I worked in India ¹ in 1999. I stayed in a small village ² _____ six months and taught in a primary school. I got up ³ _____ six o'clock ⁴ _____ the morning and I worked ⁵ _____ seven thirty ⁶ _____ one o'clock. ⁷ _____ the afternoon, I had a sleep ⁸ _____ about an hour. Then, ⁹ _____ the evening, I worked ¹⁰ _____ a couple of hours in a centre for adult education. It was very hard work, but it was a fantastic experience.

6 Wordbuilding Complete the sentences with the correct form of the words in brackets.

- 1 My brother is a medical student. (medicine)
- 2 She works for a _____ organisation. (volunteer)
- 3 I think the _____ of the environment is very important. (protect)
- 4 Can you send me more _____ about that product, please? (inform)

Pronunciation

7 Mark the word stress patterns on the underlined words.

o o o o o o o o

- 1 They've got a fantastic selection of trainers.
- 2 She got a magazine from the newsagent's.
- 3 That's a nice colourful jacket.
- 4 Can you use the Internet on your computer?
- 5 She gave me a poster for my birthday.
- 6 She works for a charity for refugees.

 Now listen and repeat the sentences.

8 Add an 'r' to the words below. How does the sound change?

Example 1 → arm

- 1 am / a_m, 2 had / ha_d, 3 at / a_t,
- 4 he / he_, 5 you / you_

 Listen and repeat the words.

➤➤ Now read *The Secret*, Story Spot 3, page 130.

15 Computers

In this module you ...

- **talk about** machines; **practise** giving instructions
- **listen to** a survey, explanations and instructions
- **read** a magazine article and an interview
- **write** a formal letter of complaint
- **learn about** the Present Perfect and *ever, never*

Warm-up

1 How will computers change our lives in the future? Think of these areas and tell the class your ideas.

education, health, homes, shopping, transport

Example

I think more people will use computers to study at home. They won't go to school.

pages 20-21

2 Listen. Which of the Key Words can you not see in the photos?

KEY WORDS: Computers

CD (compact disk), chip, cursor, desktop, floppy disk, icon, ipod, keyboard, laptop, modem, mouse, printer, screen

3 Listen to an interview with a student and complete the questionnaire with his answers.

1 Are you interested in computers?

Yes ☐ They're OK. ☐ No ☐

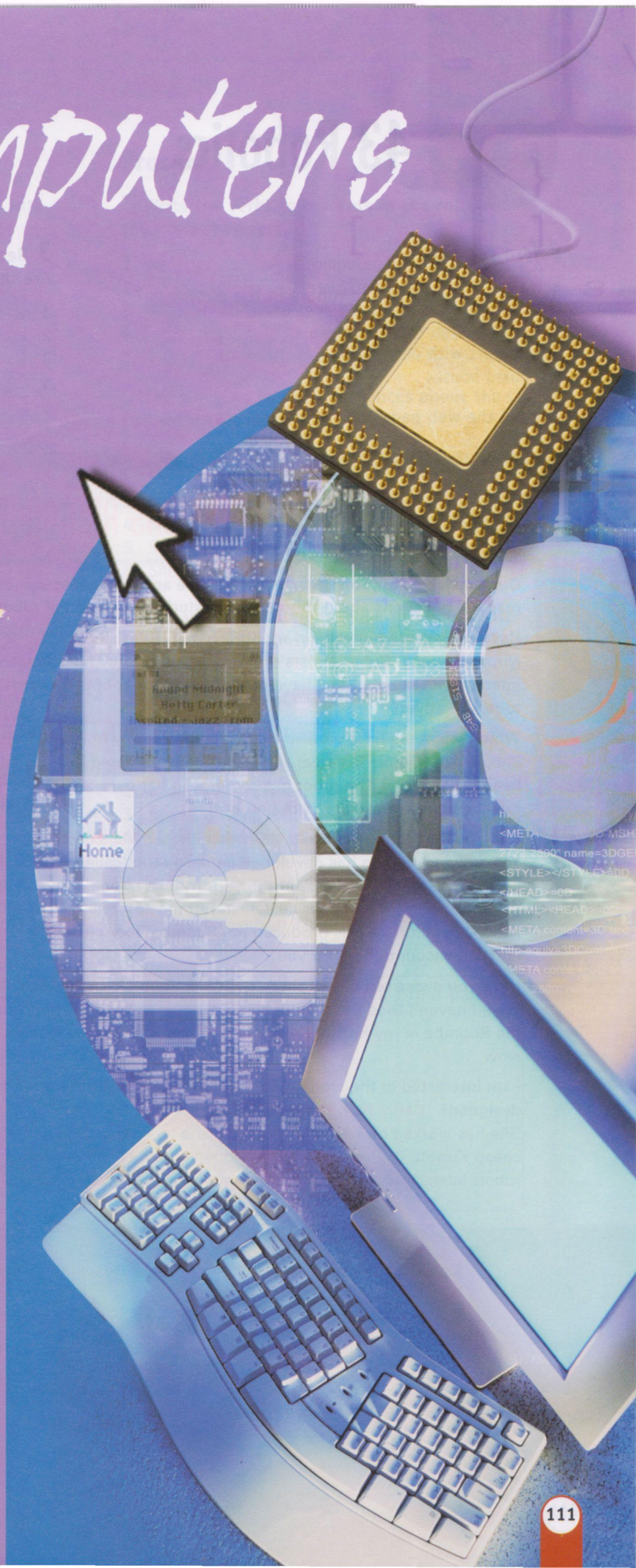
2 What do you use computers for?

playing games ☐
doing homework ☐
doing work at school ☐
surfing the Net ☐
shopping on the Net ☐
sending email ☐

3 Do you think computers are important for your future work?

Yes ☐ No ☐

4 Work in pairs. Ask and answer the questions from Exercise 3.





43 Robotics

Before you start

1 What do you think the robots in the photos do?

- a clean floors
- b interact with people
- c guard houses

2 Read the web page and check your answers.

3 Read the web page again and look at the photos. Are these sentences true (T) or false (F)?

- 1 ☐ Robots are now intelligent.
- 2 ☐ K-Bot looks like a person's face.
- 3 ☐ Domestic robots can be expensive.
- 4 ☐ Roomba does not work.
- 5 ☐ Dr Breazeal works in the same area of robotics as Dr Hanson.

THE SCIENTIST QUESTIONS AND ANSWERS

Our science editor, Tim Steer, is now online and answering some of our readers' questions about robotics – the study and design of robots.

Have we invented intelligent robots? Sarah Noble, Bristol

No, we haven't. But scientists are working on it. They have created robots that interact with people. They have programmed the robots to watch people and to react to them.

Which scientists have worked in this field? Jeremy Mitchell, Exeter

People like Cynthia Breazeal and David Hanson. David has designed a robot head called K-Bot. The robot has cameras in her eyes and she can make twenty-eight expressions with her face.

Can you buy domestic robots? Gordon Pitcher, Manchester

Yes, you can. Sanyo has developed a guard robot called Banryu. It can guard your house and send messages to your mobile phone. It hasn't appeared in the shops but it will appear next year. But the cost will be \$16,400! An American company has produced the Roomba floor cleaner. It costs only \$199 and can vacuum floors for you.

Have you ever used one of these domestic robots? Colin Allan, Cardiff

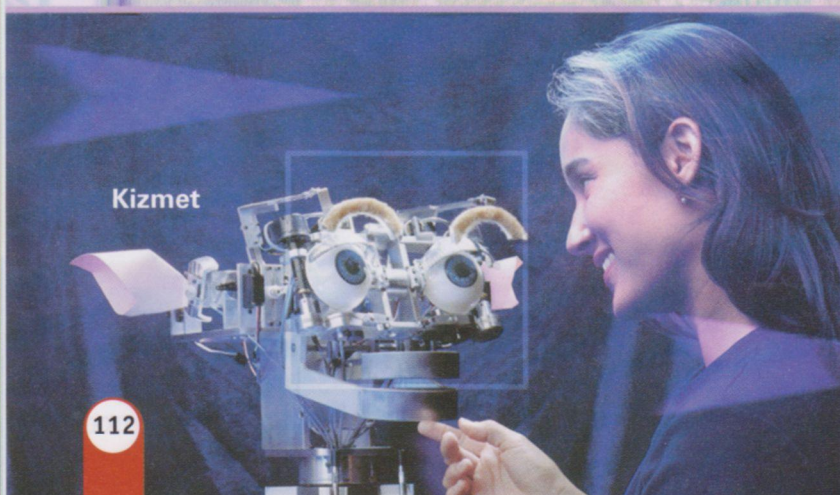
Well, I haven't tried the Banryu and I've never talked to K-Bot! But I have used the Roomba in my house. It's not bad – it cleans floors well but it is a bit slow.

I am interested in the work of Dr Cynthia Breazeal. What robots has she designed? Cathy Rue, Norwich

She has worked on several robots and she has produced an interactive robot called Kismet. Dr Breazeal has developed computer programmes that help robots interact with people. She is now working on a new robot called Leonardo.



Roomba



Kismet



K-Bot

Presentation

4 Complete the sentences from the web page with *have/has* or *haven't/hasn't*.

Affirmative	
I/you/we/they:	They ¹ _____ created robots that interact with people.
he/she/it:	He ² _____ designed a robot head called K-Bot.
Questions	
I/you/we/they:	³ _____ we invented intelligent robots?
he/she/it:	What robots ⁴ _____ she designed?
Negative	
I/you/we/they:	I ⁵ _____ tried the Banryu.
he/she/it:	It ⁶ _____ appeared in the shops.

Complete the rule.

We form the Present Perfect with _____/_____ + the third form of the verb.

5 Read the sentences in the table in Exercise 4. Find more examples of the Present Perfect in the web page. Then complete the rule:

We use the Present Perfect to talk about past actions when:

- a we say exactly when something happened.
- b we don't know (or care) exactly when something happened.

6 Read these sentences and translate the words in bold into your language. Which one is *only* used in questions?

Have you **ever** used one of these domestic robots?
I've **never** talked to K-Bot!

⇒ Grammar Summary 12, page 144

7 **Pronunciation** Listen to the sentences and write down the contraction. Listen again and repeat the sentences.

Example

1 → We've

Practice

8 Write the verbs in brackets in the correct form of the Present Perfect.

- We _____ to buy a computer. (decide)
- _____ you _____ email? (ever use)
- The USA _____ to send people to Mars. (never try)
- _____ he _____ a new car? (ever design)
- I _____ an email. (never send)

9 Use the cues to write sentences about the life of Dr Cynthia Breazeal.

- She/construct/several robots.
- She/never/work/in Europe.
- Scientists/use/her robots/in space exploration.
- She/study/how robots interact with people.
- She/not publish/many books.
- She/design/a garden of robotic flowers.

10 Read the predictions made in 1900. Write sentences about those that *have* and *haven't* happened.

Example 1 People have landed on the Moon.

In the next century people will:

- land on the Moon
- climb Mount Everest
- invent a computer
- start a colony in space
- travel to Mars
- discover life on other planets

11 **Personalisation** Tick things in the table that you have done.

Activity	You	Your partner
play a computer game		
try an extreme sport		
work during the holidays		
travel abroad		
watch a chess tournament		
camp in the mountains		
prepare dinner for your family		

Now work in pairs. Ask and answer questions about the activities. Tick the things in the table your partner has done.

Example

Have you ever played a computer game?
No, I haven't./Yes, I have.

Tell the class what activities from the table you both *have* and *haven't* done.

Banryu



44 Computer Magic

Before you start



A-Z

- 1 Listen to the Key Words. Which parts of the body do we use to do the actions?

mouth, brain, eyes, ears,
fingers, hands

KEY WORDS

feel (vibrations/emotions), hear (sounds),
move (objects), see (colours/shapes),
say (words), think, touch (objects)

Examples

feel vibrations → the body, the brain
feel emotions → brain

Reading

- 2 Read the article. Write three ways computers can help disabled people.

Example

Computers can help blind people to 'see' using ...

- 3 What do the underlined words (1-7) in the article refer to?

Example 1 them → some disabled people

- 4 Which invention do you think is the most useful? Why?

Vocabulary: Collocation

- 5 Match the verbs (1-8) with the nouns (a-h). You can match some verbs with more than one noun.

- | | |
|-------------|---------------|
| 1 make | a music |
| 2 do | b a picture |
| 3 meet | c television |
| 4 see | d my homework |
| 5 hear | e friends |
| 6 listen to | f a noise |
| 7 watch | g people |
| 8 look at | h an accident |

Use the words to write eight sentences about you and people you know.

Example

I listen to music every day.



Can you hear or feel pictures? Can you move something without touching it? Dan Jellinek went to Los Angeles and found out that you can do all these things ... and more.

Computers have started to change the lives of some disabled people. They can help ¹ them to communicate and to live more independently. The 14th international conference on computers and disabled people showed some exciting examples.

What does a Picasso painting sound like?

VOICE is a program that changes pictures into sounds. Different colours and shapes have different sounds. With practice, blind people can listen to the sounds and 'see' ² them by using their ears.

How can a blind person see a computer screen?

The program **MouseCAT** changes pictures into vibrations on the screen. Blind people can touch the screen and 'feel' the images. ³ They can also use this program to speak – they write words and the computer says them.

How can you use a computer with your mind?

Mindmouse can identify brain activity. ⁴ It is like a hat. You put ⁵ it around your head and operate the computer by thinking.





How can you communicate with no words?

CharM is a computer system that can identify people's emotions. In this way, people who can't speak can communicate how they feel to other people.

How can disabled people become more independent?

Handy 1 is a robot arm with five different kinds of movement. ⁶ It can help very disabled people do activities like eating and drinking.

How can disabled or very ill children make friends?

It is often difficult for them to meet other children. **DO-IT** is an Internet program that helps ⁷ them get help and support from other children who suffer the same problems.

6 Read the Strategies.

LISTENING STRATEGIES: Stressed words

- When you listen in English, concentrate on the stressed words. These give the meaning.
- You don't have to listen to every word.
- Some unstressed words are difficult to learn.

A disabled person is talking to a friend about her computer. Listen to the sentences. These are the important (stressed) words.

- 1 using/new computer
- 2 yes/great
- 3 do lots of things
- 4 don't have to/shopping
- 5 do/Internet
- 6 food, clothes, anything

Try to understand the meaning from these words.
How does she do her shopping?

7 Listen to the dialogue. Complete the Function File with these words.

after, before, finally, first, like, next, so,
then, to, when

FUNCTION FILE

Giving Instructions

Man How do you use it?

Woman Well, ¹ _____, you switch it on here.

Man What do you do ² _____ that?

Woman ³ _____, you wait a bit.

⁴ _____ it is ready, you can start.

Man ⁵ _____, how can you get on to the Internet?

Woman ⁶ _____ get on to the Internet, click on this icon – ⁷ _____ this – with the mouse. You can send or receive email messages. Click on this program.

Man How do you print something?

Woman Well, ⁸ _____ you start, make sure there's paper in the printer! ⁹ _____ click on this. To switch it off, click on this.
¹⁰ _____, switch it off here.

Speaking

A-Z

8 Choose one of these machines.

- drinks machine • CD player • cassette player
- computer • a pay phone • mobile phone

Then use the verbs below and write five instructions. Use the Function File to help you.

click on (the mouse), pick up, press (a button),
put (something) in, put (something) down,
switch (it) off/on, take (something) out,
turn the volume down/up

Example

First, to get a drink from the machine, put in a 50p coin. Then press ...

9 Work in groups. One person says the instructions for a machine. The others mime the actions.

QUOTE ... UNQUOTE

'Computers are useless. They can only give you answers.'

Picasso (1881-1973)



45 Communication Workshops

Writing

Before you start

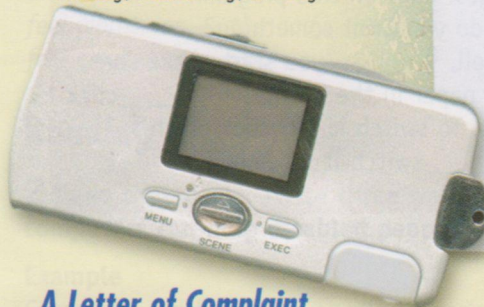
A-Z

1 Read the letter. Find words and expressions that mean:

a light, to return money,
a written promise, is broken,
to move digital information

2 Complete the letter with these linking words.

finally, secondly, firstly



Digital Direct Ltd,
Industrial Estate,
Newton, SY8 9BV

99 Raven Lane,
Shepton, BY9 2AZ

Dear Sir/Madam,

I bought a Conex digital camera from you last month. It cost £400 and has a six-month guarantee (number: 9887654).

1 _____, it is very difficult to download pictures to my computer.

2 _____, the quality of the pictures is not good enough. The photos are too dark and not clear enough. 3 _____, the flash of the camera does not work.

Could you please refund my money? I enclose the camera with this letter.

I look forward to hearing from you.

Yours faithfully,

C Hamilton

Caroline Hamilton

A Letter of Complaint

Write a letter of complaint. Follow the stages and use Writing Help 15 on page 139.

Stage 1

Read the advertisement. Write notes about possible problems with the robot.

Example the ... does not work/it is too ...

Domus XX20

This new domestic robot has three programmes: it guards your house; it cleans the floors; it interacts with people. The XX20 is fast and intelligent. It can move around the house and climb stairs. And it only costs £595!

Domus Products Ltd, 31 Station Road, Norton
NX9 9BD



Stage 2

Use your notes to write a letter of complaint.

Talkback

Work in pairs. Read your partner's letters. Compare your problems.

Speaking

Explaining

Invent a computerised machine and explain how it works. Follow the stages.

Stage 1

Choose one of the machines below. Draw a picture of it and then write notes.

computerised fridge, computerised car,
domestic robot, computerised house

Example computerised fridge

- 1 *What it does:* speaks to you, phones shops to order more milk, eggs, etc.
- 2 *Advantages:* more convenient, less work
- 3 *How it works:* you tell the fridge what you want!

Stage 2

Work in groups. Ask and answer these questions about your machines.

What can you use it for? Why is it useful? How does it work? What do you do first? What do you do after that? Has it got any disadvantages?

Talkback

Decide which of the inventions was:

- the most useful
- the most imaginative
- the silliest

16 Space

In this module you ...

- **talk about** space; **practise** expressing opinions
- **listen to** a quiz and a dialogue
- **read about** alien life and UFOs
- **write** answers to a questionnaire about this book
- **learn about** the Present Perfect (irregular) and *just*

Warm-up



A-Z

1 Which of the Key Words are similar in your language? Which of the things can you see on this page?

KEY WORDS: Space

general: galaxy, light year, moon, solar system, star, sun, universe

the planets: the Earth, Jupiter, Mars, Mercury, Neptune, Pluto, Saturn, Uranus, Venus

2 Listen and mark the stress on the Key Words in Exercise 1.

0

Example *galaxy*

3 Listen again and repeat the words.

3 Work in pairs. Ask and answer the quiz questions.

COSMIC QUIZ

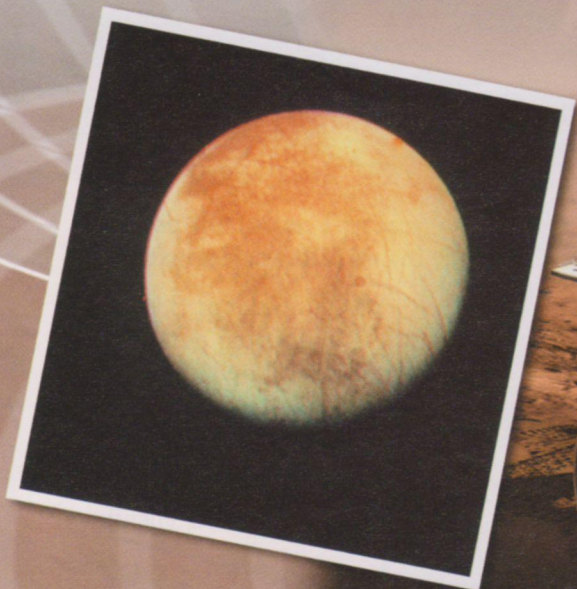
- How old is the universe?
a 5 billion years b 15 billion years c 50 billion years
- How big is our galaxy (the Milky Way)?
a 100,000 light years b 200 light years
c 50 light years
- How many planets are there in our solar system?
a 11 b 10 c 9
- What is the biggest planet?
a Saturn b Jupiter c Mars
- What is the hottest planet?
a Mercury b Venus c Mars
- Which other planet (not Earth) had water on it in the past?
a Jupiter b Venus c Mars

4 Listen and check your answers.

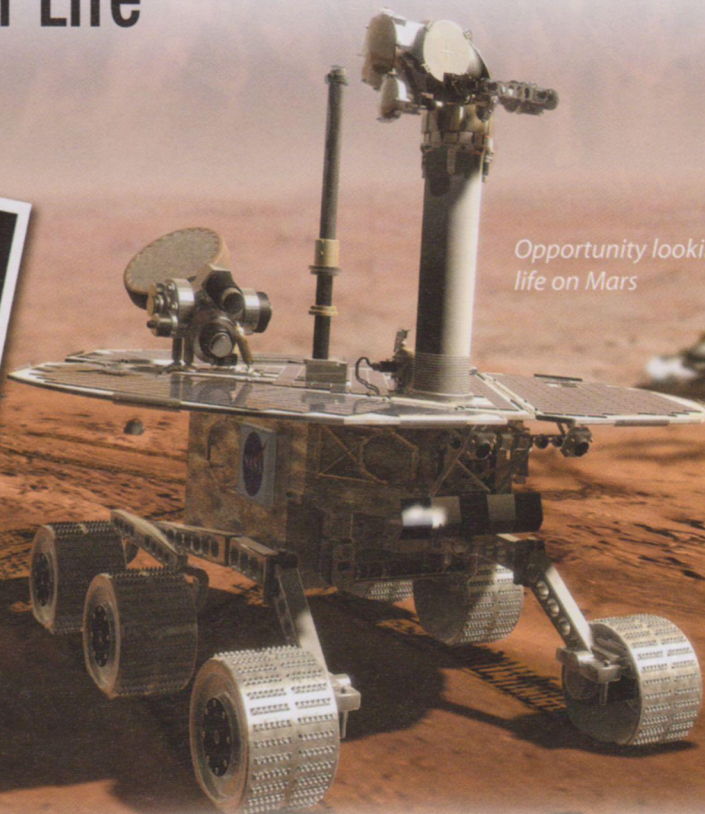




46 Alien Life



Europa, Jupiter's Moon



Opportunity looking for life on Mars

Before you start

1 Look at the photos. Decide if these sentences are true (T) or false (F):

- 1 ☐ There are planets in other solar systems.
- 2 ☐ It is possible that there is life in other parts of the universe.
- 3 ☐ There is probably water on Europa.
- 4 ☐ Scientists have received messages from space.
- 5 ☐ UFOs probably don't exist.

Read the text and check your answers.

2 Complete the text below with these prepositions.

to (x2), on (x2), back, in, at

NASA has sent spaceships ¹ _____ a lot of different planets ² _____ our solar system. They have landed ³ _____ these planets and sent ⁴ _____ pictures and information ⁵ _____ Earth. They have found ice ⁶ _____ the poles of the Moon and signs of water ⁷ _____ Mars.

Alien Life

We have seen them in films and we have read about them in books. But do aliens really exist? An Australian scientist, Tamara Davis, has just written a book called *Is there anybody out there?* Carol Richards interviews her.

CR: Do you think there is life somewhere else in our universe?

TD: So far, scientists have discovered about 100 planets outside our solar system. They think there is a 30 percent chance that life could exist on a planet similar to Earth. We have learnt a lot about life on Earth in the last few years and we know that organisms can live in extreme conditions.

CR: Have we found life in our solar system?

TD: No, we haven't but we've seen conditions for life. The Mars rover, *Opportunity*, has just done a survey at Eagle Crater. It has shown that there was definitely water on Mars in the past. We also think there is water under the surface of Europa, one of Jupiter's moons.

CR: Have we ever received messages from aliens?

TD: There is a programme to look for radio signals from space but scientists have never received a message. They have sent a lot of messages into space but they haven't had a reply!

CR: What about UFOs? Has anyone ever really seen one?

TD: People have made a lot of reports of UFOs around the world. But scientists have never found any of the reports to be true.

Presentation

3 Read these sentences in the Present Perfect from the text. Which verb forms in bold are regular and which are irregular?

- a Scientists have **discovered** about 100 planets outside our solar system.
- b Scientists have never **received** a message.
- c They have **sent** a lot of messages into space.
- d People have **made** a lot of reports of UFOs around the world.

Now find more examples of irregular 3rd forms in the text. Copy and complete the table with the verbs.

Infinitive	Past form	3rd form
find	found	found
make	made	made

4 Read the sentences and translate *just* into your language.

The Mars rover, Opportunity, has **just** done a survey at Eagle Crater.

An Australian scientist, Tamara Davis, has **just** written a book called 'Is there anybody out there?'

⇒ Grammar Summary 12, page 144

5 Listen to the three forms of these verbs.

- a 1 have 2 **had** 3 **had** (2nd and 3rd forms = the same)
- b 1 see 2 **saw** 3 **seen** (3rd form = infinitive or past + -en/-n/-ne)
- c 1 begin 2 **began** 3 **begun** (only changes in vowel sounds)

Now listen to the three forms of the verbs below. What pattern (a, b or c) do they follow?

- 1 take 2 make 3 do 4 come 5 eat 6 drink
- 7 know 8 read 9 swim 10 write

Listen again and write down the verb forms. Then listen and repeat them.

Practice

6 Here are some facts about the life of a British astronaut, Helen Sharman. Use the cues to write sentences about her in the Present Perfect.

Example

1 She *hasn't been to the Moon*.

- 1 not be to the Moon
- 2 write a book about space exploration
- 3 not see a UFO
- 4 give a lot of interviews
- 5 not meet any aliens
- 6 not star in a film

7 Complete the sentences with *ever*, *never* or *just*.

- 1 Have you ____ seen a UFO?
- 2 Scientists have ____ discovered another planet in our solar system.
- 3 I've ____ read a book about aliens – it was fascinating.
- 4 People have ____ got any signals from space.
- 5 I've ____ seen a science fiction film – I'm not interested in them.

8 Put *ever*, *never* or *just* in the right place in the sentences.

- 1 Has there been life on Mars? (ever)
- 2 We've seen a solar eclipse. (just)
- 3 I have learnt astronomy in my life. (never)
- 4 She isn't hungry – she has eaten lunch. (just)
- 5 Have you swum in a mountain lake? (ever)

9 Use the cues to write questions in the Present Perfect with *ever*.

Example

Have you ever been to a planetarium?

- 1 a planetarium? (be to)
- 2 a science fiction story? (write)
- 3 a photo of the sky at night? (take)
- 4 a journey into space? (dream of)
- 5 a UFO? (see)
- 6 anybody who has seen a UFO? (meet)
- 7 an alien? (talk to)

Now work in pairs. Ask and answer the questions.

10 Personalisation Write two true and two false sentences about things you have done this year.

Example

- I've been to Paris. I've seen an alien. (false)*
- I've written a poem. I've eaten sushi. (true)*

Work in pairs. Read your sentences. Your partner guesses which of them are not true.



47 True Stories

Before you start



A-Z

- 1 Listen to the Key Words.**
Which words are similar in your language?

KEY WORDS

alien, balloon, comet, image, insect, material, medical test, meteor, parachute, pilot, radar, sample, scientist, spaceship, star, technology

- 2 Look at the Key Words again.** Which of these things do you think the article is about?

- space exploration
- stories of UFOs
- films about UFOs
- alien spaceships
- life on other planets
- science fiction
- arguments for and against UFOs

Reading

- 3 Read the article and check your answers to Exercise 2.**

- 4 Read the article again.**
Answer the questions.

- 1 What did Kenneth Arnold see?
- 2 What did the Belgian planes do?
- 3 What are two common alien stories?
- 4 Where have people seen UFOs?
- 5 In what way are UFO stories similar?
- 6 What scientific proof is there of UFOs?
- 7 What are the two kinds of explanations of UFOs?
- 8 Why is space travel between stars difficult?

VISITORS FROM SPACE?

In the last sixty years, thousands of people have 'seen' unidentified flying objects (UFOs) in the sky. A lot of people believe that UFOs are alien spaceships visiting our planet.

Stories from pilots are common. The most famous of these happened in 1947. A US air force pilot, Kenneth Arnold, saw several objects in the sky near Roswell in New Mexico. Two weeks later, a farmer found some strange material on his farm. Then, in 1980, the Belgian air force saw an object on their radar near Brussels. Two aeroplanes went to investigate and followed the UFO for seventy-five minutes. Then the object suddenly disappeared.

Other stories are about aliens landing on Earth. People have seen spaceships land and aliens take samples of plants and trees. Some people say they have met aliens. A common story is that aliens take people into their spaceships and do medical tests.

But are these stories of UFOs true or are they just science fiction? And are UFOs really alien spaceships? Here are some of the arguments for and against.

FOR:

Thousands of people around the world say they have seen UFOs. These include a lot of professional people (pilots, scientists, police officers). Many of the stories are very similar – they describe circular grey spaceships. The spaceships have lights and they can fly very fast. People have taken photos of UFOs. There are radar images, too. Intelligent aliens probably have advanced technology. Their spaceships can travel long distances at near the speed of light.

AGAINST:

There is no scientific proof of alien spaceships. There are no clear photos of UFOs and a lot of them are obviously false.

There are a lot of natural explanations for UFOs: stars, meteors and comets, clouds, insects.

There are also human explanations for UFOs. These include aeroplanes, parachutes, weather balloons and secret military operations.

Space travel between different solar systems is very difficult. Our nearest star, Alpha Centauri, is 73,000 years away for our spaceships.

What do you think? Log on to our website (www.aliensurvey.com) and vote in our online survey:

UFOs exist

Yes ☐

No ☐

UFOs are alien spaceships

Yes ☐

No ☐

Vocabulary: Compound Words

5 Match the two parts of the words from the text.

- | | |
|-----------|-----------|
| 1 space | a line |
| 2 solar | b ship |
| 3 police | c force |
| 4 on | d officer |
| 5 science | e system |
| 6 air | f fiction |

6 Complete the sentences with compound words from Exercise 5.

- An _____ pilot thought he saw a _____ in the sky.
- I voted in the _____ survey.
- How many planets does our _____ have?
- He enjoys reading _____.
- The _____ saw a UFO when he was driving home from work.

Listening

7 Listen to the dialogue. Who believes in UFOs, Phil or Simon?

8 Listen to the dialogue again. Complete the Function File with these words.

don't, believe, not true, agree, do, is, personally, proof, think, probably

FUNCTION FILE

Expressing Opinions

Well, 1 _____, I think they're 2 _____ true.
I don't 3 _____. I 4 _____ the people are mad.
That's 5 _____.
But where's the 6 _____?
Well, I think there 7 _____ proof.
Do you 8 _____ that?
Yes, I 9 _____. I believe the photos and stories are true.
Well, I'm sorry. I 10 _____ believe a word of these stories.

Speaking

9 Work in pairs. Take turns to act out the roleplay. Use these cues:

Believer in UFOs

Say you think UFOs and aliens are true. Give a reason (e.g. stories).

Disagree. Give more reasons for believing.

Give proof for UFOs and alien life.

Non-believer in UFOs

Disagree. Give a reason for not believing (e.g. natural explanations).

Ask for proof.

Disagree. Give more reasons for not believing.

10 Have a class vote. Do you think the stories are true?

QUOTE ... UNQUOTE

'The most incomprehensible thing about the world is that it is comprehensible.'

Albert Einstein (1879-1955)



48 Communication Workshops

Speaking

Before you start



A-Z

Which sentences in the Function File are true about this photo?



FUNCTION FILE

Describing Places

- 1 You can see giant trees and strange flowers.
- 2 In the background, there are three volcanoes and two moons.
- 3 The planet looks very dry and rocky.
- 4 The alien has got two legs and very big teeth.
- 5 I think the human is trying to talk to the alien.
- 6 Maybe the human has just landed on the planet.

Listen and repeat the sentences.

Photo Discussion

Describe and discuss a photo.

Stage 1

Think about the answers to these questions.

- 1 What can you see in the photo on this page? What is happening? What has just happened?
- 2 Which of these things do you think will happen in your lifetime?
 - colonies in space
 - the discovery of alien life
 - an alien attack on Earth
 - holidays on the Moon
- 3 Do you like science fiction films? Which ones do you like most?

Stage 2

Work in pairs. Take turns to describe the photo and talk about your ideas. Use expressions from the Function File above and on page 121.

Talkback

Tell the class some of your opinions.

Example

I think we'll have colonies in space.

Writing

Before you start

1 Complete the gaps (1-5) with the linking words below.

however (x 3), because (x 2), also

- a I think there are some excellent photos in this coursebook. 1 _____, some pages aren't attractive.
- b I like the Speaking Workshops 2 _____ they are useful for exams. 3 _____, I thought some of the listening activities were quite difficult.
- c The Present Perfect was the most difficult area. *Have to* and *can* were 4 _____ a problem.
- d I thought the module on computers was very interesting 5 _____ I am interested in machines. 6 _____, I didn't like the module on sport.

2 Match the answers above (a-d) to the questions (1-4) below.

Questionnaire on *New Opportunities Elementary*

- 1 What topics did you think were/were not interesting? Why?
- 2 Which grammar areas were the most difficult for you?
- 3 Which of these activities did you find most useful?
 - reading activities • listening activities
 - Writing Workshops • Speaking Workshops
- 4 What do you think of the design of the book? (photos, page layout, etc.)

Answering a Questionnaire

Answer the questionnaire. Follow the stages below and use Writing Help 16 on page 139.

Stage 1

Write notes to answer the questions with your opinions. Look through the book to help you.

Stage 2

Use your notes to write answers to the questionnaire.

Talkback

Work in pairs. Discuss your answers to the questionnaire. Tell the class one or two of your conclusions.

Language Problem Solving 4

So do I/Neither do I

⇒ Grammar Summary, page 144

1 Look at the auxiliary verbs underlined in the first part of the dialogue. Then underline the others.

Chris You've been to Hungary, haven't you?

Alan Yes, I have. I went to Budapest last summer.

Chris Do you speak Hungarian?

Alan I don't, but my father does. It's a very difficult language.

Chris I'm planning to learn Hungarian next year. How did your father learn?

Alan He's worked as a diplomat so he speaks six languages.

Chris Six languages! I can't speak one properly.

2 Translate the underlined expressions.

Alan I can't play basketball.

Chris I can. And I'm learning to play tennis.

Alan So am I. I practise every day but I'm not very good.

Chris I am. I play very well and I win all my matches.

Alan I don't. I can't run very fast.

Chris Neither can I but I serve like Federer.

3 Complete the rules with *so* or *neither*.

After affirmative (+) sentences we use:

to agree: **1** _____ + auxiliary + *I*

to disagree: *I* + auxiliary

After negative (-) sentences we use:

to agree: **2** _____ + auxiliary + *I*

to disagree: *I* + auxiliary

4 React to what John says. Tell the truth about yourself.

Example

1 I'm learning English. → *So am I*.

John says:

- I'm learning English.
- I don't live in a big city.
- I've read a lot of books this month.
- I'm not going to study abroad.
- I was at the seaside last year.
- I bought a pair of shoes yesterday.
- I can't cook.

Zero Conditional

1 Read the sentences (1–2) and answer the questions (a–c).

- Water **freezes** if the temperature **is** below 0°C.
- If you **work** all night, **you're** always tired the next morning.

Do sentences 1 and 2 talk about:

- future events? yes/no
- past events? yes/no
- events that always follow other events? yes/no

What tense do we use in sentences like these?

2 Choose the better ending (a or b) for these sentences.

- If we're late for the lesson,
a the teacher gets angry. b the teacher is happy.
- If you eat chocolate every day,
a you get thinner. b you get fatter.
- If the weather is bad,
a I stay at home. b I go for a walk.
- If you do exercise every day,
a you get fit. b you get ill.
- If a film is boring,
a I leave the cinema. b I stay to the end.

3 Make sentences with *if* and the cues below.

Example

1 If I feel unhappy, I go to the cinema.

- feel unhappy → go to the cinema (I)
- is hungry → make a sandwich (my sister)
- need information → use the Internet (my friends)
- eat sweets → be sick (my dog)
- be late → always say sorry (I)

4 Complete these sentences.

- Babies cry if _____.
- Food goes bad if _____.
- If you don't water plants, _____.
- If a dog gets angry, _____.
- If you live in a big city, _____.

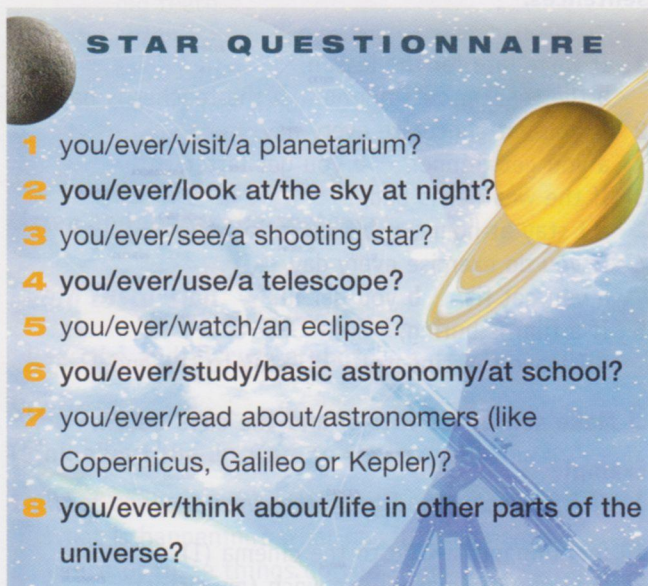
Review 15 and 16

Grammar

1 Put the verbs in brackets into the Present Perfect.

- Scientists ¹ _____ (recently make) important discoveries about human genetics. However, they ² _____ (not yet find) a cure for many diseases.
- Mars Explorer ³ _____ (just send) us new information about Mars. Scientists ⁴ _____ (study) samples of rock on the planet.
- Astronomers ⁵ _____ (see) many new stars with the new Hubble Telescope, located in space. However, NASA ⁶ _____ (have) a lot of problems with the telescope.

2 Use the cues to write questions.



STAR QUESTIONNAIRE

- 1 you/ever/visit/a planetarium?
- 2 you/ever/look at/the sky at night?
- 3 you/ever/see/a shooting star?
- 4 you/ever/use/a telescope?
- 5 you/ever/watch/an eclipse?
- 6 you/ever/study/basic astronomy/at school?
- 7 you/ever/read about/astronomers (like Copernicus, Galileo or Kepler)?
- 8 you/ever/think about/life in other parts of the universe?

Now work in pairs. Ask and answer the questions.

3 Complete the sentences.

- 1 If you _____, your English gets better.
- 2 If you _____, you get fit.
- 3 If you _____ into the machine, it gives you a cold drink.
- 4 If you _____, you feel tired.
- 5 If you _____, you look good.

Vocabulary

4 Use words from the two tables to make compound words.

Example floppy disk

floppy	mobile	digital	radio	space	computer
key	solar	cassette			
phone	player	disk	system	camera	board
screen	ship	signal			

5 Choose the correct word to complete the sentences.

- 1 I *heard*/listened to a strange noise outside my window.
- 2 Did you *see*/watch that thing in the sky?
- 3 I have *made*/done a lot of friends on the Internet.
- 4 I *met*/knew a lot of new people at the party.
- 5 She *asked*/made the teacher a question.
- 6 I *do*/make my homework on my computer.

6 Multi-part verbs Complete the multi-part verbs with these words.

into, onto, down, out, on (x 2), up (x 2), in (x 2)

- 1 Switch it _____. Then put _____ a CD. Use this to turn the volume _____ or _____.
- 2 Pick it _____. Then press this button to talk.
- 3 Click _____ this icon to get _____ the Net.
- 4 Before you print something, put some paper _____ the printer.
- 5 Put a coin _____ here and take _____ your drink.

What are the machines in the sentences?

Pronunciation

7 Listen to these words:

ear /ɪə/ there /eə/ know /əʊ/ see /i:/ sit /ɪ/
girl /ɜ:/ are /ɑ:/ hat /æ/ met /e/ cut /ʌ/ call /ɔ:/

8 Listen and identify the underlined vowel and diphthong sounds in these words.

program, fridge, camera, feel, heard, read (infinitive),
hard, wear, keyboard, surf, hear, speak, star,
read (past), begun, shown, written, seen, world,
air, believe

9 Listen again and repeat the words.

Student Activities

Lesson E, Exercise 5 (page 11)

Read out these instructions to the others in the group.

Open your bag.

Take out your Mini-dictionary.

Take out a pencil/a pen/a rubber/a ruler.

Open your coursebook on page 9.

Open your Mini-dictionary on page 15.

Write a sentence about your family/your bedroom/your classroom/a friend.

Don't sit down.

Say your favourite actor or actress.

Don't look at me/the teacher.

Look at the desk/the blackboard.

Lesson 4, Exercise 4 (page 20)

Key

- 1 a) 2 points, b) 0 points
- 2 a) 2 points, b) 0 points
- 3 a) 2 points, b) 2 points, c) 2 points, d) 2 points, e) 2 points
- 4 a) 0 points, b) 0 points, c) 2 points, d) 2 points, e) 2 points
- 5 a) 2 points, b) 2 points, c) 2 points, d) 2 points, e) 0 points
- 6 a) 2 points, b) 0 points, c) 0 points, d) 0 points, e) 2 points

Total:

0-7: You are not very active at all!

8-14: You are quite active.

15-21: You are very active.

22-28: You're always on the go!

Lesson 10, Exercise 13 (page 35)

Student A

First name	Surname	Job	First language	Hobby
1 Michael		doctor	Swedish	
2	Silvestre			cooking
3 Ana		writer	Portuguese	

Lesson 11, Exercise 8 (page 37)

Student A

Read the notes for the weather in London and answer your partner's questions.

winter: cold/rainy/sometimes snow

spring: changeable/cloudy/rainy/sometimes sunny

summer: sometimes hot and sunny/20°-23°C

autumn: cloudy/rainy/windy

Now find out about the weather in Cape Town.

Ask your partner questions from the Function File on page 37.

Lesson 15, Speaking Workshop (page 46)

Student A

- Read these notes about an English king. Use the Mini-dictionary and check you understand new words.
- Prepare to tell your partner the information in the Past Simple tense.

Alfred the Great (849-899)

Alfred – a Saxon – a very strong king – good education – studies philosophy and translates books from Latin

849: is born in the south of England

873-878: the Vikings invade England

878: Alfred wins an important battle

886: Alfred goes to London – becomes King of England

893: the Vikings invade England again – Alfred wins more battles

899: Alfred dies

- Tell your partner about King Alfred.

Lesson 20, Exercise 9 (page 59)

Student A

You start. Tell your partner these things. Listen to his/her advice.

- I eat bacon, sausages and eggs for breakfast every day.
- On Sundays, I watch sport on TV all afternoon.
- I drink two or three colas every day.

Now listen to what your partner says. Give him/her advice.

Before you start



A-Z

1 Find these words in the pictures.

blood, chains, corridor, ghost,
jewellery, library, servant, skeleton

Reading and Listening

2 Look at the pictures and title. What do you think the story is about? Choose one of the following.

- 1 A ghost killed a woman in the library of an old house.
- 2 A ghost tried to frighten people in an old house.
- 3 A man frightened a woman and took her jewellery.

Now read the first paragraph and check your answer.

3 Read and listen to the story. Are these sentences true (T) or false (F)?

- 1 ☐ Mr Otis did not believe in ghosts.
- 2 ☐ Every morning blood appeared in the corridor.
- 3 ☐ The twins were afraid of the ghost.
- 4 ☐ The ghost wanted to die.
- 5 ☐ The ghost died in the garden.

4 Match these opposite adjectives from the story.

- | | |
|----------|-----------|
| 1 sad | a modern |
| 2 old | b strange |
| 3 big | c quiet |
| 4 noisy | d happy |
| 5 calm | e small |
| 6 normal | f angry |



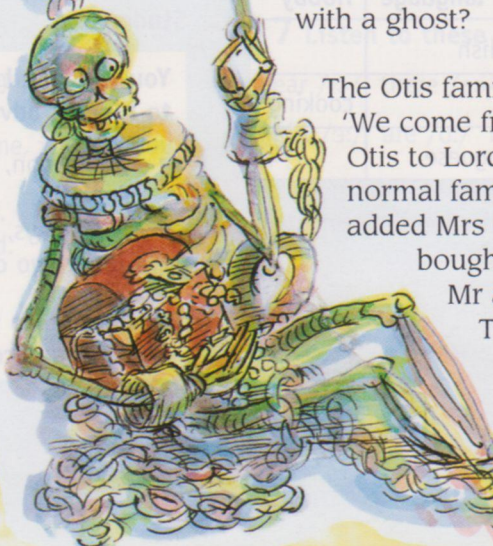
The Canterville Ghost

by Oscar Wilde

Lord and Lady Canterville lived in a big, beautiful old house. But there was one problem. A ghost walked around the house at night and tried to frighten people. Mysterious noises came from the corridors and every morning there was blood on the library floor. The Cantervilles decided to sell their house – but who wanted to buy a house with a ghost?

The Otis family did. They were Americans. 'We come from a modern country,' said Mr Otis to Lord Canterville. 'Yes, we're a normal family. We don't believe in ghosts,' added Mrs Otis. And so the Otis family bought the house and moved in.

Mr and Mrs Otis had four children. Their son, Washington, their teenage daughter, Virginia, and young twin boys.

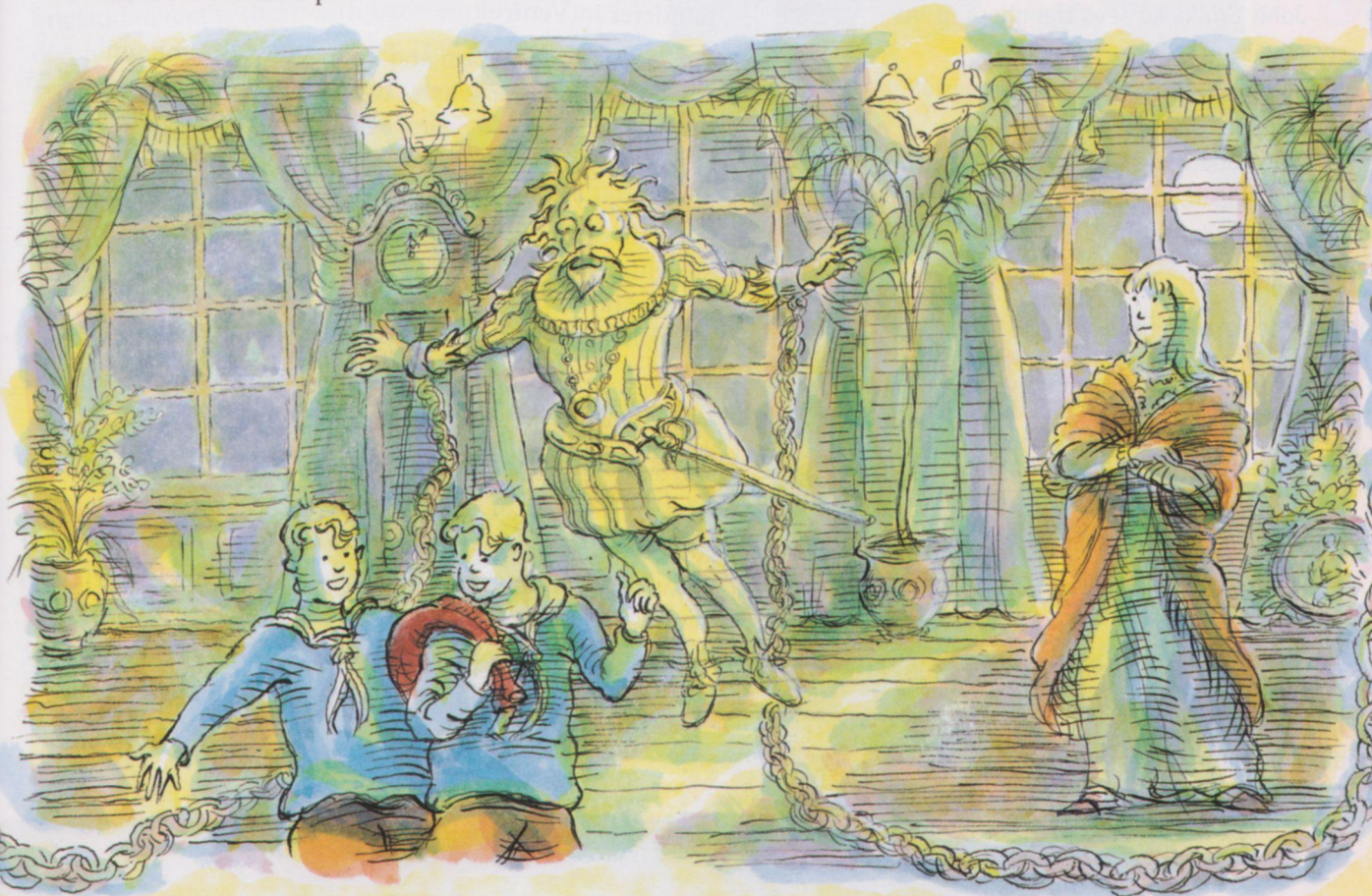


When the family arrived at Canterville, they saw blood on the floor in the library. An old woman, the servant in the house, told them about the ghost. 'It is the ghost of Sir Simon de Canterville. He killed his wife in the library in 1575. He died in 1584 and now his ghost visits the house and terrible things happen. You can't clean the blood off the floor.' The family did not believe her but every morning the blood appeared again. 20

One night, at 12 o'clock, Mr Otis heard a terrible noise. He opened the door and saw the ghost – an old man with old clothes and with noisy chains. Mr Otis wasn't afraid, he was angry. 'Can you stop making that noise?' he said. The twin boys laughed at the ghost. The ghost was very angry because the family were not afraid of him! He appeared again and again, always at 12 o'clock but the family were not afraid of him and the twins played tricks on him! 25

The ghost stopped going out at night and stopped putting the blood on the floor of the library. The house became very quiet. One day, the ghost was in his room. The door was open and Virginia went in. The ghost was very calm and sad. 'I did a terrible thing when I was alive,' said the ghost. 'And now I can't sleep and I can't die. But there is a prophecy – in the library there is strange writing on the window and it says that one day a young girl can help me to die.' Virginia took the ghost's hand. 'I am not afraid,' she said, and she asked the Angel of Death to help the ghost of Simon de Canterville. 30 35

That evening, Virginia did not come down for dinner. Mr Otis looked for her. She was not in her room. She was not in the garden. Mr and Mrs Otis were very worried. Then, at 12 o'clock, there was a terrible noise. Virginia appeared. She had a small box with jewellery in it. She told her family about the ghost and showed them his room. In the room there was a skeleton. 'He gave me this jewellery before he died. Now the ghost is happy,' said Virginia. 'Now he can sleep.' 40



Before you start



1 Find these words in the pictures.

canal, cottage, gate, ghost, pond

Reading and Listening

2 Read and listen to the story. Match the pictures (A-D) with the parts of the story (1-4).

3 Read the story again. Are these sentences true (T) or false (F)?

- 1 ☐ John Baxter is an artist.
- 2 ☐ John and Laura have got two children.
- 3 ☐ John sees his daughter fall into the water.
- 4 ☐ John Baxter is in Venice on holiday.
- 5 ☐ The two sisters are friends of the Baxter family.
- 6 ☐ Laura believes the blind woman has got special powers.
- 7 ☐ John thinks he sees the ghost of his daughter in Venice.
- 8 ☐ Laura returns to Venice but doesn't tell John.
- 9 ☐ The Italian police phone the school in England.
- 10 ☐ The murderer is a small man in a red coat.

Correct the false sentences.

4 Complete the sentences with places from the story.

- 1 At the start of the story, John and Laura are in their _____.
- 2 In Venice, John and Laura stay in a _____.
- 3 The police pull a dead body out of a _____.
- 4 In Venice, John is repairing an old _____.
- 5 The two women are sitting near the Baxters in a _____.

DON'T LOOK NOW

BY DAPHNE DU MAURIER

I It is a cold, grey autumn day. John and Laura Baxter are in their cottage in England. Laura is reading in front of the fire and John is working at his desk. They are drinking red wine. John is an architect and he is looking at some photos of old churches in Venice. John and Laura's children, a boy and a girl, are playing in the garden. The little girl, Christine, is wearing a red coat. She is playing with a ball near a pond. Her brother is riding his bicycle.

Christine throws her ball and it goes into the pond. At the same time, her father spills his drink and the wine goes on a photo. He cleans it and he sees a strange figure in the photo. He can see a small person in a red coat in the church. Suddenly, John gets up from his desk and runs out of the cottage. He doesn't know why. He runs into the garden and finds his daughter's body in the pond. She is dead.

2 A year later, John and Laura go to Venice for a few months. John is repairing an old church. Their son is at a school in England. When they arrive, they see a group of people near the canal. The police are taking a dead body out of the water. There is a murderer in Venice!

One afternoon, John and Laura go to a restaurant near their hotel for lunch. Two old English women are sitting at a table near them. The women are sisters and one of them is blind. Laura is not hungry. She goes to the toilet. The two sisters follow her. The blind sister says to Laura: 'I can see your little daughter with you at your table. She's wearing a red coat. And she's happy now!' Laura is shocked. How can the blind woman know about her daughter?

Laura goes back and tells her husband: 'Our daughter is happy, John!'

'What are you talking about?' says John. 'Christine is dead.'

'No, that blind woman has got special powers, John. She can see our daughter with us. It's fantastic!'

John is not happy. He is angry with the blind woman. But for the first time in a year, Laura is in a good mood.

3 Venice is an old city. It is full of tiny streets, grey buildings and dark canals. It is often foggy. One foggy evening, John and Laura are walking round the city and they get lost. There aren't any people in the streets. 45

Sometimes, John thinks he sees a small figure in a red coat. Is it the ghost of Christine, his daughter? But John doesn't believe in ghosts.

Laura meets the two sisters again. She tells her husband: 'Our daughter is sending messages to the blind woman. She wants to talk to us, John! And the sisters think you have got special powers, too!' 50

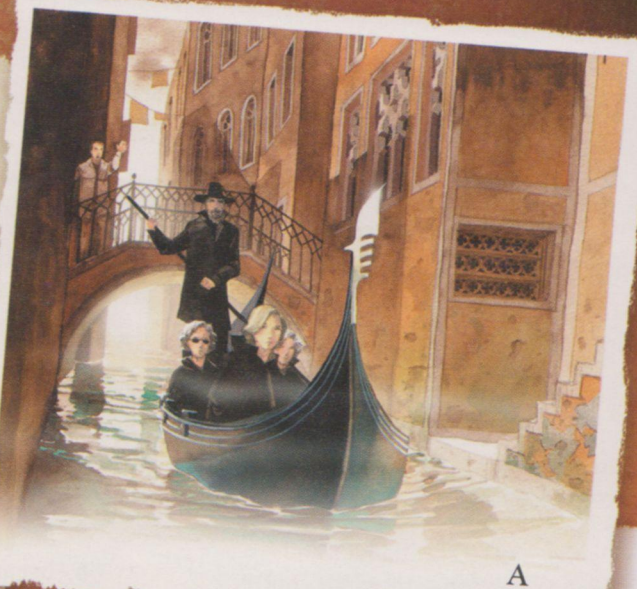
'Don't be crazy,' replies John.

Laura and John get a phone call from England. Their son is ill. Laura goes back to visit him. John stays in Venice. One day, he sees Laura and the two English sisters on a boat on a canal. Laura is wearing a black dress. 'Laura! Laura!' he shouts. She doesn't hear him. But how can she be in Venice and England at the same time? 60

4 John goes to the Italian police. They listen to his story and then phone the school in England. Laura is there with her son. John doesn't understand. What is happening? 65

John walks out of the police station. 'Am I crazy?' he thinks. Then, suddenly, he sees the small figure in the red coat. He shouts: 'Hey, you, stop! Please, come here!' But the figure runs away. Is it a young girl? John runs after her. 70 'Please, stop! I want to talk!' he shouts but again the figure runs away.

The streets are dark and silent. John hears a sound. Over there, near a gate, is the small figure in the red coat. She is crying softly. John walks up to her. 'I saw you yesterday,' he says. 'Please, can we ...' But John doesn't finish his sentence. The figure turns round. It is not a girl, but a small man with a horrible smile on his face. He takes out a knife ... 75



A



B



C



D

THE SECRET by Arthur C. Clarke

Before You Start



A-Z

1 Look at the pictures. Put the sentences about the story in order.

- Two weeks later, Chandra and Cooper went to a research centre. They met a scientist there called Dr Hastings. He showed them a hamster.
- In the end, Cooper knew the secret, but he couldn't tell anyone on Earth about it!
- Henry Cooper was a journalist visiting the Moon. He knew there was something strange and wanted to find out the secret.
- Then Dr Hastings told him the secret. Humans live for two hundred years on the Moon.
- He phoned a friend, the Police Chief, and asked him to help him find out the secret.
- First, he told Cooper that hamsters lived five times longer on the Moon than on the Earth, because there was less gravity.

Reading and Listening

2 Read and listen to the story and check your guesses to Exercise 2.

3 Read the story again. Choose the best answer to these questions.

- Why did people not want to talk to Cooper?
 - because he was not a scientist
 - because there was a secret
 - because he was a friend of the Police Chief
- What was the research centre for?
 - to study rocks
 - to study the planets
 - to study plants and animals from Earth
- Why did animals live longer on the Moon?
 - because there was less pollution
 - because of the low gravity
 - because it wasn't crowded
- Why did Dr Hastings not want to tell people on Earth the secret?
 - because there were six billion people
 - because he wanted to live 200 years
 - because a lot of people would like to come to the Moon

4 Write your opinions about these questions:

- Do you think Cooper told the people on Earth the secret? Why or why not?
- Do you think people will live 200 years in the future?
- Do you think people will live on the Moon?

5 Match the opposite adjectives. Use the Mini-dictionary to help you.

- | | |
|------------|------------|
| 1 tall | a northern |
| 2 happy | b full |
| 3 high | c low |
| 4 normal | d strange |
| 5 large | e easy |
| 6 hard | f unhappy |
| 7 southern | g small |
| 8 empty | h short |

6 Use the adjectives to write four sentences about the story.

Example The scientist wasn't very happy.

7 Complete these sentences with these verbs from the story.

look, think, keep, know, tell, find out

- What do you _____ about that news?
- Why don't you _____ me the secret?
- He _____ very happy when he's playing football.
- I want to _____ some more information for my project.
- Don't tell him. He never _____ secrets.
- I'm sorry, I don't _____ the answer to that question.



Henry Cooper was a journalist. He was on his second visit to the Moon, away from the crowded Earth. He knew something was strange. People didn't want to talk to him. Cooper decided to find out the secret. He telephoned the Police Chief, Chandra, an old friend of his.

5 'You know everything that's happening on the Moon, Chandra. So, why are people trying to hide things from me?'

'No idea,' Chandra said. 'I'll start asking some questions.'

The Police Chief promised to find out about the secret. Two weeks later they met. They left the city in a Moon car and drove towards the research centre. Cooper could see the Earth, low in the southern sky. Finally, they came to a large modern building and went in. It was Sunday morning and the research centre was empty. They went into a big
10 laboratory in the centre of the building. It was full of different plants and small animals from Earth. Waiting there was a short, grey-haired man. He looked very worried and unhappy. 'Dr Hastings,' said Chandra. 'This is Mr Cooper. He is a journalist from Earth.'

15 Dr Hastings took out a small brown animal from a container.

'Do you know what this is?' Dr Hastings asked.

'Of course,' said Cooper. 'A hamster – used in laboratories everywhere.'

'Yes,' said Hastings. 'But this hamster is five years old.'

20 'Well? What's strange about that?'

'Hamsters only live for two years. And we have some here that are nearly ten years old.'

'So – you've found a way to make life longer!'

25 'Oh, no,' Hastings said. 'We've not found it. The Moon has given it to us ... On Earth,' he went on, 'we live with gravity. Everything we do is hard work for our bodies. But here on the Moon, a body has to do only a sixth of that work.'

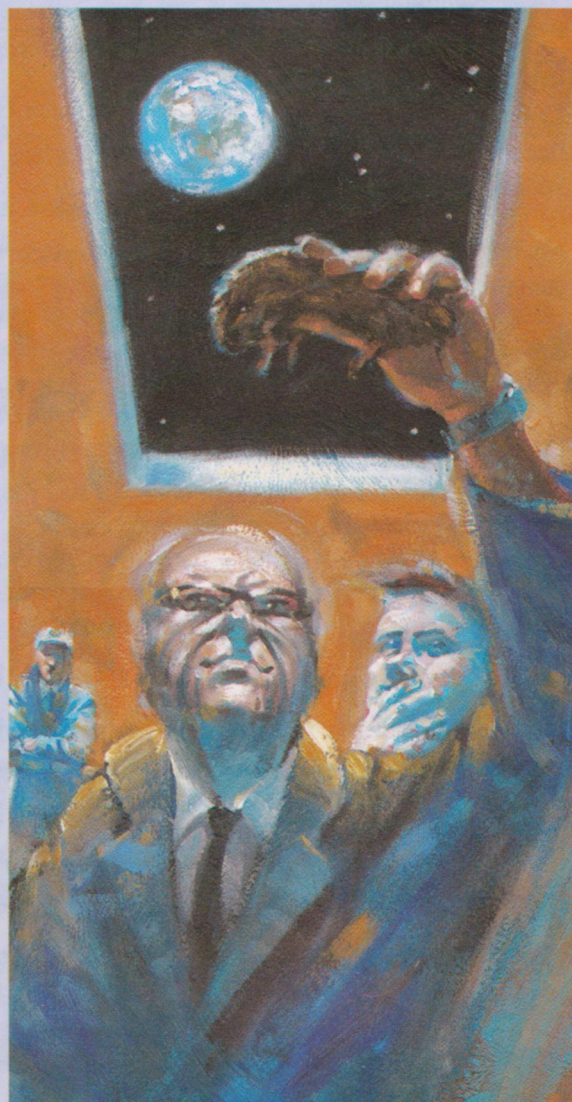
'I see,' said Cooper. 'Ten years for a hamster – and how long for a human?' ...

30 'On the Moon,' said Dr Hastings, 'a human life will live at least two hundred years.'

'And you want to keep it a secret!'

35 'Don't you understand? Think of all the people on Earth. Six billion people on a small, crowded planet. And now we find that we can live for two hundred years. Imagine what they're going to think about that news! This is your problem now, Mr Journalist; you've asked for it, and you've got it. Tell me this, please ... how are you going to tell them?'

40 Cooper opened his mouth, then closed it again. In the corner of the room, one of the baby animals began to cry.



Writing Help

1 An Email Advert for a Penfriend (page 18)

Layout

Penfriend Wanted

Name: (your name)

Email: (your email address)

From: (city/country)

Age: (your age)

Gender: (male or female)

Occupation: (student at school or university)

Languages: (what languages you can speak)

Sports/hobbies: (name your favourite sports and hobbies)

Favourites: (say something about the music/films/sport you like)

Comments: *I want to find a penfriend* (age:)
from (name of country/countries).

Please email me soon!

Useful Vocabulary

Gender: *male/female*

Occupation: *school student/university student*

Sports/hobbies: *playing: football/basketball/hockey/tennis/volleyball;*

playing the piano/guitar, computer games/chess;

going to: the cinema/the sports centre;

singing/painting/collecting things/reading/

dancing/riding/swimming/ skiing/sailing/

watching TV/listening to the radio

Linking

I like Tom Cruise. I like Penelope Cruz. = I like Tom Cruise and Penelope Cruz.

I'm sixteen. I live in Warsaw. = I'm sixteen and I live in Warsaw.

I like swimming. I like tennis. = I like swimming and tennis.

Checking

Use the layout above to check your email.

Use the Mini-dictionary to check for spelling and vocabulary.

Use the Grammar Summary in the Mini-dictionary to check for grammar.

2 A Personal Letter (page 24)

Layout

your street number + street
name of your city + postcode
date

Dear (name of person),

1 Introduction

your name, age, school, town and country

2 Family

brothers and sisters; parents' jobs

3 Interests

your hobbies, sports and interests; your likes and dislikes; holiday activities

4 Ending

languages you speak; ask penfriend to write to you

Useful Vocabulary

Expressions: *I'm good at ... /I'm bad at ... /I'm interested in ... /I really love ... / I don't like ... /What about you?*

Sports: See Mini-dictionary pages 4 and 5.

Hobbies: See Mini-dictionary page 6.

Appearance: See Mini-dictionary page 10.

Personality: See Mini-dictionary page 11.

Linking

I like football and tennis.

When I'm bored, I love watching DVDs.

Checking

Use the layout above to check your letter.

Use the Mini-dictionary to check for spelling and vocabulary.

Use the Grammar Summary to check for grammar.

3 A Short Note (1) (page 32)

Layout

Invitation

Hi (your friend),
 There's a (film/play/exhibition, etc.) on at (the cinema/theatre/museum, etc.). It's about It's on at (time). The tickets are (price). Would you like to come and see it with me this (day)? It's easy to get there on the (bus/tube).
 (your name)

Reply

Hi (your friend),
 Thanks for your invitation. I'd love to come but I (hate/don't like) I'm sorry! But there's a good (exhibition/football match, etc.) on at the (museum/sports centre, etc.). I know you love It's open from (time) until (time) and it's (price/free). Would you like to come? It's easy to get there on the (bus/tube).
 (your name)

Useful Vocabulary

Things to see: a film (action/love/comedy), a play, an exhibition, a match

Things to go to: a club, a football match, a sports centre, a shopping centre, an art gallery, a museum, a swimming pool

Linking

I hate Tom Cruise and Jennifer Lopez.
 The tickets are £5 but there is a reduction for students.
 I'd love to come but I don't like Bruce Willis.

Checking

Use the layout above to check your note.
 Use the Mini-dictionary for spelling and vocabulary.
 Use the Grammar Summary to check for grammar.

4 A Short Note (2) (page 38)

Layout

Request

Hi (name of friend),
 Can I ask you a favour /I've got a favour to ask you. This weekend I've got a (trip, game, party, etc.) but I haven't got a (something you need). Could I borrow yours, please? I also need a (another thing). Have you got one?
 (your name)

Replies

Of course you can. Come round to my house at (time, day).
 (your name)

Sorry, but I need my ... this weekend. I want to (say why you need it). I haven't got a ... but I think (a friend) has one.
 (your name)

Useful Vocabulary

camping trip (backpack/penknife)
 walking trip (map/compass/anorak)
 climbing trip (helmet/rope)
 surfing trip (surfboard/wetsuit)
 birdwatching trip (binoculars/guide)
 tennis game (tennis racket/tennis balls)
 golf game (golf clubs/golf balls)
 rock concert (binoculars)
 drama club (costume/hat)

Linking

I like camping. I also love sailing.

Checking

Use the layout above to check your note.
 Check your note for punctuation – capital letters, full stops, question marks, apostrophes.
 Use the Mini-dictionary for spelling and vocabulary.
 Use the Grammar Summary to check for grammar.

5 A Biography (page 46)

Layout

If you can, include information about:

- when and where he/she was born
- childhood, family and early life
- why he/she was famous – main events
- when and where he/she died

Remember to write in the past tense!

Useful Vocabulary

People: actor, actress, architect, artist, composer, engineer, footballer, king, mathematician, musician, politician, queen, scientist, soldier, singer

Verbs: become, believe, born, build, compose, continue, design, die, discover, finish, fight, help, invent, leave, like, live, lose, love, make, marry, organise, paint, play, return, sing, study, travel, win, work, write

Linking

She went to an expensive school but didn't like it.

She played the piano and the violin.

She also wrote some music for the cello.

When she left university, she went to Paris.

She lived in Paris from 1939 to 1943.

In 1963, he married Anna.

He studied art in London and then he moved to Paris.

Checking

Use the layout above to check your biography.

Check your biography for punctuation and the spelling of the verbs.

Use the Mini-dictionary for spelling and vocabulary.

Use the Grammar Summary to check for grammar.

6 A Ghost Story (page 52)

Layout

Paragraph 1

Introduce the characters and set the scene.

Grace and her children, Anne and Nicholas, lived in a very big house on the island of Jersey. The house was ...

Paragraph 2

Start to tell the story.

One day, Grace began to hear strange noises upstairs in the house. When she ...

Paragraph 3

Tell more of the story.

One morning, the servants took down all the curtains. Grace was angry because ...

Paragraph 4

Finish the story.

One night the servants returned. Grace saw them at the window and ...

Remember – you can add your own words and sentences to the story.

Useful Vocabulary

Adjectives: angry, bright, dark, dead, empty, frightened, quiet, strange, terrified

Verbs: believe, escape, hear, play, run away, scream, see, shout, whisper

Nouns: allergy, curtains, ghost, noise, photograph, servants, sunlight, upstairs

Linking

The house was always dark because the children had an allergy to the sun.

One day, Grace began to hear strange noises.

When she went upstairs, the rooms were empty.

The next day, Grace heard a piano.

Suddenly, the door closed.

Anne said there were other people in the house but Grace didn't believe in 'the others'.

One morning, the servants took down all the curtains.

After that, Grace found an old photograph of the servants.

One night, the servants returned.

In the end, the family left the house.

Checking

Use the layout above to check your ghost story.

Check your story for: punctuation, spelling, linking.

Use the Mini-dictionary for spelling and vocabulary.

Use the Grammar Summary to check for grammar.

7 A Report (page 60)

Layout

Headings

Subject:

Date:

Age of students:

Results of the survey

Use percentages. Use linking words.

About 65% of students ...

However, only 30% ...

Some advice

Write two or three pieces of advice.

See the Function File on page 59.

Useful Vocabulary

Verbs: buy, drink, eat, jog, play, ride, run, smoke, take, try, use, walk

Nouns: breakfast, cereals, cigarettes, exercise, fast food, fresh fruit, sweets, vegetables

Linking

90% of students eat fresh fruit every day. However,

about 70% of students eat fast food once a week.

90% of students eat fresh fruit every day but about

70% of students eat fast food once a week.

Checking

Use the layout above to check your report.

Check your report for punctuation, spelling and linking.

Use the Mini-dictionary for spelling and vocabulary.

Use the Grammar Summary to check for grammar.

8 A Description of a Sport (page 66)

Layout

Paragraph 1

When and how did you become interested in the sport?

Paragraph 2

What equipment and clothes do you need?

What are the basic rules? What do you have to do and what can't you do?

Paragraph 3

How often do you play? Where? Who with?

Do you watch the sport on TV or go to watch it?

Why do you like it?

Useful Vocabulary

Clothes: boots, cap, helmet, skirt, shorts, trainers

Equipment: ball, bat, club, flippers, mask, net, pads, puck, racket, skateboard, skates, skis, snorkel, stick

People: athlete, attacker, captain, defender, goalkeeper, midfielder, referee, umpire

Places: course, court, pitch, stadium

Verbs: beat, bounce, catch, draw, hit, hold, jump, kick, lose, pass, pull, push, run, score, tackle, throw, touch, win

Others: goal, match, penalty, set, tournament

Linking

Before the game we do warm-up exercises.

After the match we go for a drink.

I learned to play during the summer.

Checking

Use the layout above for your description of a sport.

Check your description for punctuation, spelling and linking.

Use the Mini-dictionary for spelling and vocabulary.

Use the Grammar Summary to check for grammar.

9 A Holiday Postcard (page 74)

Layout

(place, month)

Dear (name of your friend),

It's (great/fantastic/brilliant/
awful/horrible) here.

The weather is

(sunny/hot/cold/rainy/
great/awful). The hotel is

(brilliant/terrible). It

(has/hasn't) got a (swimming

pool/disco). Right now I'm

(sitting by the pool/in my

room). My (friends/family) are

(writing postcards/playing beach

volleyball/eating). Sometimes

we go to (a place) and we also

(activity). See you soon!

(your name)

(name and
address of
your friend)

Useful Vocabulary

The weather: sunny, hot, warm, cold, cloudy, windy,
rainy, snowy

The hotel facilities: swimming pool, lift, sauna, gym,
tennis court, nightclub, restaurant, room with a
bathroom/TV/balcony

Activities: snorkelling, sailing, windsurfing, climbing,
sunbathing, trekking

Places: rainforest, beach, museum, amusement park,
castle, palace, church, wildlife park

Linking

The weather is brilliant and there are things to do every
day.

The hotel has got a swimming pool and sauna, too.

It's very sunny. It's also very hot.

Checking

Use the layout above to check your postcard.

Check your postcard for punctuation, spelling and
linking.

Use the Mini-dictionary for spelling and vocabulary.

Use the Grammar Summary to check for grammar.

10 An Email Reservation (page 80)

Layout

To: (name of hotel, bed & breakfast or hostel)

From: (your name)

Date: (today's date)

Subject: Reservation

I would like to book (number of rooms and types of
room, e.g. single or double) for (number of nights)
from (date) to (date). Could you answer the following
questions for me? (Ask two or three questions about
the price, the room facilities, e.g. shower, TV, the
breakfast, the distance from the station or city
centre, etc.)

Yours,

(your name)

Useful Vocabulary

Rooms: en suite bathroom, bath, shower, TV, hairdryer,
coffee making facilities, telephone, Internet connection

Facilities: car park, gym, laundry, swimming pool,
washing machine

Location: centrally located, near metro or railway
stations, on bus routes

Food: bed and breakfast, full board (all meals), half
board (breakfast and evening meal), continental
breakfast, full English breakfast, room service

Checking

Use the layout above to check your email reservation.

Check your email for punctuation, spelling and linking.

Use the Mini-dictionary for spelling and vocabulary.

Use the Grammar Summary to check for grammar.

11 A Notice (1) (page 88)

Layout

LOST: (the object you lost)

On (day or date), *I lost* (object) *in the* (place).

It is/They are (description of object). *I left it/them* *either* (place) *or* (place). *Please help!*

Contact: (your name). *Telephone:* (phone number)

Useful Vocabulary

Watch: *strap* (leather/metal), *face* (big/small/green), *make* (e.g. *Casio*, *Swatch*)

Mobile phone: *colour* (e.g. *black*, *dark blue*), *make* (e.g. *Nokia*, *Siemen*), *model* (e.g. *2209X*)

Keys: *number of keys*, *key ring*

Wallet or purse: *colour*, *material* (leather/plastic), *contents* (money, cards, etc.)

Bag: *size*, *colour*, *material* (leather/plastic/cotton), *contents* (address book, hairbrush, book, etc.)

Linking

I left my wallet either in the changing room or at the tennis courts.

Checking

Use the layout above to check your notice.

Check your notice for punctuation, spelling and linking.

Use the Mini-dictionary for spelling and vocabulary.

Use the Grammar Summary to check for grammar.

12 A CV (Curriculum Vitae) (page 94)

Layout

Personal Information

Name: (full name – e.g. *Simon George Jones*)

Date of birth: (e.g. *4th June, 1990*)

Place of birth: (city and country)

Nationality: (your nationality)

Address: (street, city, province, postcode)

Education

Primary school: (name of school + dates)

Secondary school: (name of school + dates)

Experience/work

Jobs: (include holiday jobs, weekend or part-time work, voluntary work, e.g. *August 2003, monitor in children's summer camp*)

Other achievements: (any qualifications or certificates, e.g. *Grade 6 Piano* or *Blue Belt in Karate*)

Languages: (foreign languages you speak and the level, e.g. *English (elementary)*, *French (beginner)*)

Interests

(your hobbies and interests; write sentences, e.g.

I love swimming and playing the piano. I play hockey for my school team.)

Useful Vocabulary

Experience: *voluntary work*, *part-time work*, *unpaid work*, *weekend work*, *summer work*, *charity work*

Achievements: *playing in a school team*; *being in a choir or orchestra*; *taking part in competitions or races*; *passing special exams* (e.g. *music*, *first aid*, *driving test*)

Language levels: *beginner*, *elementary*, *intermediate*, *advanced*

Checking

Use the layout above to check your CV.

Check your CV for punctuation, spelling and linking.

Use the Mini-dictionary for spelling and vocabulary.

Use the Grammar Summary to check for grammar.

13 A Notice (2) (page 102)

Layout

Large heading to get the readers' attention.
BRING AND BUY SALE!

Mention the cause, the event, the date and the place.

*Help us to raise €2,000 for the children's hospital.
Bring your old things to sell and buy cheap things!
16th December: the car park next to the main square.*

Give details.

- *Collect things you want to sell. Ask your friends and neighbours, too!*
- *Bring your things early – from 9 a.m.*
- *Buy something! You decide the price!*

Useful Vocabulary

Causes: disabled people; a hospital; a children's or old people's home; medical research (e.g. Aids, cancer); an international problem (e.g. earthquake, flood).

Events: a concert; collecting money in the street; doing jobs for money (e.g. cleaning cars, tidying gardens, doing the shopping); visiting old people; a sponsored walk, run, swim, marathon basketball match; collecting and selling things you don't want (e.g. old toys, books, clothes)

Linking

We are looking for volunteers to help us. (to + verb)
We are raising money for cancer research. (for + noun)

Checking

Use the layout above to check your notice.

Check your notice for punctuation, spelling and linking.

Use the Mini-dictionary for spelling and vocabulary.

Use the Grammar Summary to check for grammar.

14 An Email (page 108)

Layout

The layout depends on the form. Usually, you have to give the following information:

Name: (your name, e.g. *Tina Evans*)

Address: (your home address, e.g. *37 Buckley Drive, Walton, Liverpool L55 8JJ*)

Email address: (your email contact address, e.g. *tevens@fastmail.uk*)

Subject: (what you are writing about, e.g. *jewellery*)

Comments / Questions

This is a space for you to write comments or ask questions. Keep it short.

I would like more information about the jewellery.

- *Are the earrings real silver and gold?*
- *How much extra does it cost to send them?*
- *Can I return the earrings if I am not satisfied?*
- *Do I get my money back?*

Useful Vocabulary

artificial, authentic, books, CDs, cost, DVDs, earrings, extra, football shirts, guarantee, jeans, magazines, postage, posters, price, T-shirts

Checking

Use the layout above to check your email.

Check your email for punctuation, spelling and linking.

Use the Mini-dictionary for spelling and vocabulary.

Use the Grammar Summary to check for grammar.

15 A Letter of Complaint (page 116)

Layout

(company name),
 (their address),
 (their town), (postcode)

(your address),
 (your town), (postcode)

Dear Sir/Madam,

*I bought a Domus XX20 from you last (week/month).
It cost £595 and has a (length of time) guarantee,
(number: give the number).*

Firstly, it is very difficult to (say what the first problem is). Secondly, the robot is too (say what the second problem is) and not (say what the third problem is) enough. Finally, the (say what doesn't work) does not work. Could you please refund my money?

I look forward to hearing from you.

Yours faithfully,

(signature)

(your full name)

Useful Vocabulary

Too slow/noisy/expensive, dangerous, inefficient.

Not fast/quiet/intelligent/interactive enough.

It cannot clean floors/take pictures/climb stairs.

It is difficult to programme/to work/to turn off/
to turn on.

The programme(s)/cleaner/light/leg/arm/eyes do/does not work.

Linking

Firstly, it is difficult to download pictures.

Secondly, the quality of pictures is not good enough.

Finally, the flash does not work.

Checking

Use the layout above to check your letter.

Check your letter for punctuation, spelling and linking.

Use the Mini-dictionary for spelling and vocabulary.

Use the Grammar Summary to check for grammar.

16 Answering a Questionnaire

Layout

Write notes on a piece of paper first. Then write out your answers to the questions clearly. Make sure you answer the questions, give reasons for your opinions and give examples.

Example

What do you think of the design of the book?

*I think the design is attractive and clear (opinion).
There are some excellent photos, (reason) e.g. page 118
(example).*

Useful Vocabulary

Opinions: (a bit) too easy/difficult/long/short;
extremely/very/not very useful;
difficult/easy to understand/clear/confusing;
interesting/boring for me;
attractive/colourful/dull/uninteresting

Linking

I like the Speaking Workshops because they are useful for exams.

However, I thought some of the listening activities were a bit too easy.

The Present Perfect was the most difficult area.

'Must/have to/can' was also a problem.

Checking

Read through your answers to the questionnaire. Have you included the linking words above?

Use the Mini-dictionary to check spelling of words you are not sure about.

Student Activities

Culture Corner 1, Exercise 2 (page 25)

Answers

- 1 Belfast/Northern Ireland; Cardiff/Wales; Edinburgh/Scotland; London/England.
- 2 Prince William is Queen Elizabeth's grandson.
- 3 Sean Bean/Odysseus; Rowan Atkinson/Mr Bean; Daniel Radcliffe/Harry Potter; Orlando Bloom/Legolas.
- 4 Roald Dahl/*The Witches*; Charles Dickens/*Oliver Twist*; J.K. Rowling/*Harry Potter*; J.R.R. Tolkien/*The Lord of the Rings*.
- 5 Arsenal/London; Aston Villa/Birmingham; Celtic/Glasgow; Everton/Liverpool.

Lesson 10, Exercise 13 (page 35)

Student B

First name	Surname	Job	First language	Hobby
1	Karlsen			fishing
2	Julia	teacher	French	
3	Carvalho			gardening

Lesson 11, Exercise 8 (page 37)

Student B

Find out about the weather in London. Ask your partner questions from the Function File on page 37.

Now read the notes for the weather in Cape Town and answer your partner's questions.

winter: 10°–18°C/rainy summer: hot and sunny/20°–25°
 spring: changeable/sometimes rainy autumn: warm/some rain

Lesson 15, Speaking Workshop (page 46)

Student B

- Read these notes about an English king. Use the Mini-dictionary and check you understand new words.
- Prepare to tell your partner the information in the Past Simple tense.

William the Conqueror (1027-1087)

William – from Normandy in France – changes England – French becomes the important language

1027: is born in Normandy

1045: father dies – William becomes Duke of Normandy

1065: Edward, King of England dies – Harold becomes King of England

1066: William invades England – wins important battle at Hastings – becomes King of England – builds many castles

1072: William invades Scotland

1087: William dies in France

- Tell your partner about William the Conqueror.

Lesson 20, Exercise 2 (page 58)

Answers

- 1 true;
- 2 false (for a lot of people, moderate exercise is better);
- 3 false (you're usually better just drinking water!);
- 4 true;
- 5 false (the weight returns when you drink and replace the sweat after exercise).

Lesson 20, Exercise 9 (page 59)

Student B

Your partner starts. Listen to what he/she says and give him/her advice.

Then tell your partner these things. Listen to his/her advice.

- I spend a lot of time on my computer.
- I eat a lot of chocolate.
- I smoke a packet of cigarettes a day.

Module 10, Warm-up, Exercise 1 (page 75)

Answers

- A the print is from Hungary;
 B the carving is from Canada (Inuit);
 C the ring is from Russia;
 D the rug is from Peru;
 E the necklace is from India;
 F the statue is from India;
 G the mask is from Kenya;
 H the clock is from France (18th century).

Module 12, Warm-up, Exercise 3 (page 89)

Key

5 'yes' answers – you are crazy about your favourite star!

2–4 'yes' answers – you are a good fan.

0–1 'yes' answers – you are not really a fan.

Grammar Summary

1 PRESENT SIMPLE (pages 14-15; 20-21)

We use the Present Simple to talk about:

- things that we do regularly
*We **go out** every weekend.*
- things that are true in general.
*She **likes** cooking.*

Form

I		
You	likes	
We	don't like	
They		<i>milk.</i>
He	likes	
She	doesn't like	
It		

Do	I You We They			Yes, I/you/we/they do . No, I/you/we/they don't .
Does	He She It			Yes, he/she/it does . No, he/she/it doesn't .

Adverbs of frequency used with the Present Simple: *always, usually, often, sometimes, rarely, never*. Adverbs of frequency go after the verb *to be* and before other verbs:

*I am **often** late for school.*

*She **often** has tea before breakfast.*

2 THERE IS/ARE (pages 28-29)

We use *there is/are* to say that something is present in a particular place:

***There is** an old castle in my town.*

***There aren't** world-famous teams in Edinburgh.*

Form

There is (There's) There are	<i>an old castle</i> <i>excellent shops</i>	<i>in my town.</i>	
There isn't There aren't	<i>a ski resort.</i> <i>world-famous teams</i>	<i>in Edinburgh.</i>	
Is there Are there	<i>an art gallery</i> <i>good shops</i>	<i>in this area?</i>	Yes, there is . No, there isn't . Yes, there are . No, there aren't .

3 POSSESSIVE 's (pages 34-35)

Form

We use 's after nouns to say that something belongs to someone: *Ben's book = the book belongs to Ben.*

We add 's to all singular nouns and plural nouns that don't end in -s: *Mike's T-shirt/the girl's bike/Chris's collection/the men's toilet/the children's ball.*

We add an apostrophe to plural nouns that end in -s: *my parents' dog/her brothers' bike.*

LANGUAGE PROBLEM SOLVING 1 (page 39)

Possessive pronouns

We use possessive adjectives in front of nouns:

***My sister**, Jane, travels a lot for her work.*

We use possessive pronouns without a noun:

*These match tickets are **mine**.*

*The book is **hers**.*

Possessive adjective	Possessive pronoun
<i>my</i>	<i>mine</i>
<i>your</i>	<i>yours</i>
<i>his</i>	<i>his</i>
<i>her</i>	<i>hers</i>
<i>its</i>	<i>its</i>
<i>our</i>	<i>ours</i>
<i>their</i>	<i>theirs</i>

it's and its

We use *its* (possessive adjective) to say that something belongs to an animal, institution, etc:

*The dog likes **its** ball.*

It's ≠ its

It's a nice day. = It is a nice day.

It's started to rain. = It has started to rain.

Articles: a/an/the

We use *a/an* in front of singular countable nouns. We use *an* in front of nouns that start with a vowel.

***a** book/**a** window*

***an** actress/**an** exam*

We use *a* when it doesn't matter which specific person or thing we are talking about:

*We need **a** car. (I'm not thinking about a specific car)*

We use *the* when we talk about a specific person or thing and the other person knows who/what we are talking about:

***The** dog is hungry. (our dog)*

4 PAST SIMPLE (pages 42-43; 48-49)

We use the Past Simple to talk about finished actions and situations from the past:

Leonardo **worked** as an architect.

He **wrote** from right to left.

Form

Regular verbs: in the Past Simple, we add *-ed* to the infinitive.

Irregular verbs: we use the past form of irregular verbs (→ see Irregular Verbs list in the Mini-dictionary).

I/You/He/She/ It/We/They	lived in Paris. saw a ghost.
I/You/He/She/It/We/ It/We/They	didn't live in Paris. see a ghost.

Did	I/you/he/she/ it/we/they	live in Paris? see a ghost?	Yes, I/you/he/she/ it/we/they did . No, I/you/he/she/it/ we/they didn't .
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5 COUNTABLE AND UNCOUNTABLE NOUNS (pages 56-57)

English nouns can be countable (*a man, a table*) and uncountable (*milk, money*).

Countable nouns:

- can be singular or plural (*flower – flowers*)
- can have numbers in front of them (*I have **two** cats.*
*There are **six** men in the team.*)

Uncountable nouns:

- have no plural form and always appear with a singular verb (*Money **isn't** everything.*)
- don't go with numbers (*I've got **some/a lot of** time.*)
- don't take *a* or *an* (*I bought bread and milk.*)

some/any

We use *some* and *any* in front of plural and uncountable nouns. We usually use *some* in affirmative sentences and *any* in questions and negative sentences:

We've got **some** apples.

Did you buy **any** meat?

There isn't **any** coke.

a lot of

We use *a lot of* with plural and uncountable nouns:

They earn **a lot of** money.

We've got **a lot of** friends.

6 MODALS: *can/can't; have to/not have to* (pages 62-63)

- We use *can* to say that something is allowed:
*In football you **can** touch the ball with your head.*
- We also use *can* to talk about ability:
*I **can** swim.*
- We use *can't* to say that something is not allowed:
*In football you **can't** touch the ball with your hands.*
- We also use *can't* to talk about lack of ability:
*I **can't** drive.*
- We use *have to* to talk about obligation, to say that something is necessary:
*You **have to** use a stick in hockey.*
- We use *not have to* to say that something is not necessary:
*We **don't have to** get up early at the weekend.*

Form

After *can* and *can't* we use the infinitive form without *to*.

LANGUAGE PROBLEM SOLVING 2 (page 67)

Questions

In English *yes/no* questions start with an auxiliary verb:
Are you Czech?

Wh- questions start with with a question word (*what, which, who, when, where, why, how*):

What do you usually have for breakfast?

Questions about the subject start with *who* or *what* but they look like statements:

Who bought this cake?

What happened to you?

Compare questions about the subject with questions about the object:

Who likes Peter? (we ask about the subject of the verb *like*)

Who does Peter like? (we ask about the object of the verb *like*)

In questions about quantity we use *how much* in front of uncountable nouns and *how many* in front of plural countable nouns.

How much sugar do you put in your tea?

How many good friends do you have?

7 PRESENT CONTINUOUS (pages 70-71)

We use the Present Continuous to talk about activities that are going on now or around the time of speaking:
*We can't go out now, it's **raining**.*
*We're **having** a good time.*

Form

I	am/'m am not	<i>having</i> lunch.
He She	is/'s is not/Isn't	<i>having</i> lunch.
It		<i>raining</i> .
We You They	are/'re are not/aren't	<i>having</i> a good time.

Am	I	<i>having</i> lunch?	Yes, I am. No, I'm not.
Is	he she	<i>having</i> lunch?	Yes, he/she/it is. No, he/she/it isn't.
	it	<i>raining</i> ?	
Are	we you they	<i>having</i> lunch?	Yes, we/you/they are. No, we/you/they aren't.

8 PRESENT SIMPLE AND PRESENT CONTINUOUS (pages 76-77)

We use the Present Simple to talk about things that happen regularly or are generally true. We use the Present Continuous to talk about things happening now or around now.

*I **work** hard.* (this is generally true)

*People **are sitting** and **listening** to music.* (now)

9 COMPARATIVES AND SUPERLATIVES (pages 84-85; 90-91)

	adjective	comparative	superlative
one syllable	<i>cheap</i> <i>old</i>	<i>cheaper</i> <i>older</i>	<i>the cheapest</i> <i>the oldest</i>
one syllable ending in -e	<i>nice</i> <i>white</i>	<i>nicer</i> <i>whiter</i>	<i>the nicest</i> <i>the whitest</i>
one syllable with a short vowel + one consonant	<i>fat</i> <i>sad</i>	<i>fatter</i> <i>sadder</i>	<i>the fattest</i> <i>the saddest</i>
two syllables ending in -y	<i>pretty</i> <i>trendy</i>	<i>prettier</i> <i>trendier</i>	<i>the prettiest</i> <i>the trendiest</i>
two or more syllables	<i>attractive</i> <i>comfortable</i>	<i>more attractive</i> <i>less comfortable</i>	<i>the most attractive</i> <i>the least comfortable</i>
irregular	<i>good</i> <i>bad</i>	<i>better</i> <i>worse</i>	<i>the best</i> <i>the worst</i>

LANGUAGE PROBLEM SOLVING 3 (page 95)

Indefinite pronouns

Someone, something, somewhere, anyone, anything, anywhere, no one, nothing, nowhere, everyone, everything, everywhere are called indefinite pronouns.

We use pronouns that begin with *some* (someone, something, somewhere) in affirmative sentences:

Someone brought a salad.

*There are sandwiches **somewhere** in the kitchen.*

We use pronouns that begin with *any* (anyone, anything, anywhere) in questions and negative sentences:

*I can't see **anyone**!*

*Is there **anything** to eat?*

No one, nothing, nowhere have negative meaning – we do not use negation if they appear in a sentence:

***No one** likes it.*

*There's **nothing** left.*

We use all indefinite pronouns with singular verbs:

***Everyone** is in the garden.*

it/there

We use *there* + *is/are* or *was/were* when we want to say that something exists or existed. *There* + *be* is always followed with a noun:

***There is** a good film on TV tonight.*

***There were** a lot of people in front of the cinema.*

We use *it* + *is* or *was* to identify or describe someone or something. *It* + *be* can be followed by a noun or an adjective:

***It was** nice and warm.*

***It is** my jumper.*

10 FUTURE: *be going to* (pages 98-99)

We use *be going to* + infinitive without *to* to talk about intentions:

I am going to study very hard.

What ***are you going to do*** next year?

Form

I	am/'m am not	going to	study medicine.
He She	is/'s		get married.
It	is not/isn't		work.
We You They	are/'re are not/aren't		watch TV.

Am	I	going to	study medicine?	Yes, I am. No, I am not.
Is	he she		get married?	Yes, he/she/it is. No, he/she/it isn't.
	it		work?	
Are	we you they		watch TV?	Yes, we/you/they are. No, we/you/they aren't.

11 FUTURE (pages 104-105)

We use *will* and *won't* to make predictions about the future:

Your family ***will*** love it.

You ***won't*** get ill.

Form

After *will* and *won't* we always use infinitive without *to*:
In the future, shopping malls will be more fun than now.
We won't need to move from the sofa in our living room.
Will shopping on the Internet become more popular?

12 PRESENT PERFECT (pages 112-113; 118-119)

We use the Present Perfect to talk about past events when we don't know or aren't interested in exactly when they happened:

She ***has written*** three books about aliens.

Form

I We You They	have/'ve have not/haven't	seen a UFO.
He She	has/'s has not/hasn't	tried bungee jumping.
It		been a good day.

Have	I you we they	seen a UFO?	Yes, I/we/you/they have. No, I/we/you/they haven't.
Has	he she	talked to an alien?	Yes, he/she/it has. No, he/she/it hasn't.
	it	been a good day?	

LANGUAGE PROBLEM SOLVING 4 (page 123)

Auxiliaries: *So do I/Neither do I*

To say that you have the same opinion, feeling or experience, use *So* + auxiliary + *I* after an affirmative sentence and *Neither* + auxiliary + *I* after a negative sentence:

A: *I like coffee.* B: ***So do I.***

A: *I am not a child.* B: ***Neither am I.***

To say that you have a different opinion, feeling or experience, use *I* + auxiliary + *not* after affirmative sentences and *I* + auxiliary after negative sentence:

A: *I like coffee.* B: ***I don't.***

A: *I haven't written a book.* B: ***I have.***

Zero Conditional

We use the Zero Conditional to describe rules and situations where one event always follows the other:
Water freezes if the temperature is below 0°C.
Children cry if they are frightened.

In these sentences *if* = *when*.

We use the pattern: Present Simple, *if* + Present Simple.

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